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## GENERAL NOTES

AMERICAN COUNCIL ON EDUCATION. *Division of College and University Personnel.*<sup>1</sup>—"One of the most serious problems of the college president is finding men for his faculty. There is no adequate record anywhere of the college teaching resources of the country. Administrative officers often resort to haphazard inquiry in seeking to fill vacancies. Good teachers become buried in insignificant positions. An unnecessary amount of time is consumed in searching for new instructors. Machinery has long been needed to facilitate the better fitting of men to positions.

"To meet this need, the American Council on Education, on the earnest recommendation of numerous prominent educators and educational organizations, has established a College and University Personnel Register. This is a central, non-commercial bureau of registration and transfer for college teachers.

"With the cooperation of college executives it has been possible to register many thousands of college teachers. It is hoped that a complete census of all college teachers will ultimately be secured. A supplementary register of graduate students who are interested in securing teaching positions is maintained.

"The best manner of selecting candidates is by personal inspection of the files in the Council's office. When this is impossible requests for suggestions of candidates may be made by letter. In response to such requests the records of all persons having the required qualifications are carefully selected, transcribed, and forwarded.

"No fees are charged for registration and no commissions exacted. All delegated college officials are cordially invited to examine the files personally. Service by mail is free to all institutional members of the American Council on Education; but the selection and compilation of these lists requires so much time and labor that a fee of ten dollars per position is charged non-member institutions for service by mail."

THE JUNIOR YEAR ABROAD.—The *Educational Record* for April 1926 contains an article on "The Junior Year Abroad" by D. A. Robertson, from which we quote:

"In the countries in which students working under the American Council on Education auspices have been received there is a cordial

<sup>1</sup> Extracts from the most recent circular of the Personnel Division.



desire to continue the experiment. Emphasis must be placed upon the desirability of including in the experiment only gifted students. They must be not less than eighteen years of age, must have been in residence at an American institution approved by the Council, must expect to return to an American college for the fourth year and to take the degree. During the student's college career, he must have given evidence of sound health, as known by the college health officer; high mentality, as exhibited by mental tests and scholastic records; seriousness of purpose, as shown by a definite plan for his career; intellectual interests and attainments, as proved by his use of leisure as well as working hours; intellectual promise, as suggested in the foregoing and other ways, to his instructors; high moral character and loyalty to American institutions.

"Such students, as has been abundantly shown, can be received in some of the great universities abroad, can secure instruction which can be recognized by American educational authorities, and without delay can proceed to their American degrees after an experience which includes not only the normal academic advancement, but such an understanding of people of other nations as may be the basis for a genuine friendship among individuals and nations."

The *Record* also contains a statistical analysis of the results of the psychological tests program at one hundred and eleven institutions in 1925.

AMERICAN COUNCIL OF LEARNED SOCIETIES.—The Council publishes under date of March 31 a statement of grants in aid of research in humanistic and social science. The grants are available for such purposes as travel, personal and secretarial assistance, the preparation or purchase of maps, charts, and appliances, statistical compilations, computations, copies, photographs, etc. The Committee on awards consists of the following members: Guy Stanton Ford, chairman, Minnesota; Edwin F. Gay, Harvard, director of research of the National Bureau of Economic Research, Gordon J. Laing, Chicago; Frederick J. E. Woodbridge, Columbia. Awards have been made for 1926 to twenty-one persons.

A SURVEY OF RESEARCH IN THE HUMANISTIC SCIENCES.—"Aided by a subvention from the Carnegie Corporation, the American Council of Learned Societies is undertaking a systematic survey of research

in the humanistic and social sciences in the United States. The object is to obtain a more adequate picture than can be had at present of the quantity, variety, tendencies, and general conditions of research in these fields, including aid to and facilities for both research itself and the publication of its products. It is believed that the results of the survey will serve the interests of scholarship in many ways, among them by contributing something to the more adequate appreciation and support of research in fields which at present are in danger of being cultivated less assiduously than the domains of natural science.

"Inquiries are being made by Director Frederic A. Ogg into the research facilities and activities of national and local societies, academies, foundations, institutes, bureaus, and other organized or institutional agencies (including, for colleges and universities, the facilities for research, but not the work being done by individual faculty members). Director Ogg states that, obviously, however, any approach to completeness of data requires that personal reports be obtained from individual scholars, and accordingly an appeal for information is being sent to substantially all members of the twelve constituent societies of the American Council of Learned Societies and to some other groups besides. He adds that it is highly important that a careful and reasonably full reply be made—and at an early date—by all who consider themselves to be, or likely soon to be, engaged in research of any kind in any humanistic or social field... Replies should be addressed to Director Frederic A. Ogg, 1133 Woodward Building, Washington, D. C."

*School and Society*, No. 588.

INTERNATIONAL EDUCATION RELATIONS.—A memorandum for those seeking wise investments in international relations, signed by Messrs. A. P. Stokes, J. W. Cunliffe, S. P. Duggan, C. R. Mann, and D. A. Robertson as a committee of the American Council, includes the following recommendations:

1. That cooperation and coordination of programs among the home organizations that finance and administer international educational relations is the first step toward securing maximum returns at minimum cost.
2. That the most effective way of discovering how to cooperate is to select a common practical project and work together to achieve it.

3. That the establishment in key positions throughout the world of centers of international educational information and cooperation is a suitable common practical project on which to work together to develop the technique of cooperation. Besides, all international educational agencies need such centers to facilitate their own effective operation.

4. That such centers, wisely conducted, are of vital importance to the cause of world peace and progress—commensurate in ultimate significance with international political organization.

5. That such centers should be conducted on the basis of mutual service to the two or more nations directly concerned in each case. Their chief functions are:

(a) To provide international educational headquarters in the countries concerned;

(b) To maintain an information service on all matters of mutual intellectual interest, especially in the educational field. Each center should be in a position to publish books and pamphlets specially designed to meet the needs of foreign students in any given country and to aid such students through personal advice.

(c) To secure access to all types of research and educational facilities for qualified Americans abroad, and to give suitable introductions to foreign scholars and educators coming to America.

(d) To encourage wise international exchange of professors and students.

(e) To stimulate and participate in cooperative studies of educational and other intellectual conditions and problems of mutual interest, thereby coordinating activities through working together on common practical projects.

6. That owing to the world financial situation it seems necessary, as well as reasonable, that the United States should bear the major financial responsibility for such organizations, at least in the immediate future.

7. That in countries where some suitable international organization or organizations exist, they should, as far as possible, be drawn into cooperative relationship and made the basis for the further development of the centers proposed herein.

8. That such centers of educational cooperation should be con-

cerned with the whole field of education, including university, secondary, elementary, industrial, adult, public and private, scientific, professional, and humanistic.

9. That the existing American University Union offices in London and Paris are excellent nuclei of suitable centers for Great Britain and France. To fulfil adequately the functions mentioned in 5, their offices should be strengthened and expanded, especially on the sides of service to science and general education.

10. That the time is now ripe and that there is pressing need for the development of adequate international educational centers in four strategic places, Prague, Geneva, Berlin, and Rome.

11. That similar international educational centers should be developed as soon as practicable at several other European points in the Far East, Latin America, Europe, and in Africa.

12. That the development of all these centers enumerated in 10 and 11 above requires ultimately the continuous residence at each of an American representative or director, as is now the case in Paris and London.

13. That conditions in Prague, Berlin, Geneva, and Rome are such as to warrant appointment, as soon as requisite financial support is obtainable, of full-time directors to effect the practical coordination and organization of these centers.

14. That in order to prepare the way for similar centers in the Far East and South America, it would be desirable to send an American representative to the Far East and another to South America.

15. That plans for the other European centers might be developed by the resident Directors in Paris and London, and by the other representatives to be appointed under 10 above.

16. That there be created by joint action of the Institute and the Council (representing the American University Union) a committee that shall adequately represent the financing and operating organizations which undertake this common project, to consider the needs of the entire field, to seek financial support for development and coordination of these international educational centers, to determine priorities, and to allocate such funds as may be placed under its jurisdiction.

17. That the two cooperating institutions which have prepared this memorandum—the Institute of International Education and the American Council on Education—are ready to develop this project if given increased financial support.

INTERNATIONAL INSTITUTE OF INTELLECTUAL COOPERATION.—The Institute which has opened new quarters in the Palais Royal has now published its first bulletin under date of January 1926, as No. 1 of the new series, in continuation of the previous *Geneva Bulletin*. The *Bulletin* will in future consist of two main divisions, the first of which is devoted to international expressions of university life. In this portion will be reproduced the texts of international conventions on higher education, particularly in regard to the exchange of professors and students; regulations concerning the equivalence of studies and degrees, and all questions connected therewith; reviews and reports of interuniversity conferences of all sorts; a news-summary of international institutions for higher education in its widest sense: international vacation courses and higher schools, international or "bi-national" institutes, that is, institutes for the encouragement of university cooperation between two nations or among a group of nations; information on scholarships and other international foundations; and communications from the international students' associations.

"With regard to the external relations of national universities, with which the second part of the *Bulletin* deals, every endeavor will be made to record all national university events which may be of international importance. The *Bulletin* will continue to attach special importance to communications from national university offices. Indeed, the Committee for Intellectual Cooperation has always been of the opinion that nothing would be more likely to contribute successfully to international university cooperation than the development of such national offices, collaboration between all establishments of this nature and their creation in countries where none are yet in existence.

"To these two essential parts of each number will be added a third part of equal importance: the communications of the Committee on Intellectual Cooperation, the Sub-Committee for Universities and the Institute Section for University Relations; and finally, an analytical bibliography of the most important books and articles dealing with university questions."

*Bulletin for University Relations*, January 1926.

INSTITUTE OF INTERNATIONAL EDUCATION.—*News Bulletin* for April 1926 contains, besides a list of foreign lecturers and teachers open for engagement, announcement of the Fourth International



Congress of Plant Science at Cornell University, August 16 to 23; the Sixth International Congress of Philosophy at Harvard University, September 13 to 17; a conference on International Relations under the auspices of the Carnegie Endowment for International Peace at Brier Cliff Manor, New York, May 10 to 14; the second Anglo-American Conference of Professors and Teachers of History at the University of London, week of July 12; the Third Pan-Pacific Science Congress, Tokio, October 27 to November 9; Netherlands Week for University Students at the University of Leyden, July 5 to 10; International Institute of Intellectual Cooperation.

Professor O. de Halecki, Chief of the Section of University Relations, 2 Rue de Montpensier, Paris, asks that American colleges and universities furnish him with news items that might appropriately be published in the *Bulletin*.

GENEVA SCHOOL OF INTERNATIONAL STUDIES.—Announcement is made that the courses on International Problems held in Geneva last summer are to be repeated during the coming season under the direction of Professor Alfred Zimmern. The purpose of the school is to offer college students traveling abroad an opportunity for studying international affairs at first hand and to facilitate meetings with students of other countries. Courses will begin July 12 and continue through the meeting of the Assembly in September. Students may come at any time and those who can stay for two weeks or more may be admitted to a special discussion group for intensive study; those who cannot stay so long, and all others interested, including faculty members, will attend regular lectures and discussion. Further information may be obtained by addressing the Secretary of the Geneva School of International Studies, 60 Broadway, New York City.

EDUCATION IN GERMANY.—*School and Society* (No. 581) prints an article entitled the "New Day in Education in Germany," by C. H. Handschin, describing the changes and reforms that have been effected since the war in all grades and classes of educational work—the creation of new schools, modification of the older ones, shift of social classes in higher education, change of emphasis in studies, relations between students and labor, increasing democratization, and finally, the serious handicaps to school and university work.

GENERAL EDUCATION BOARD. *Extracts from the Annual Report.*—

"The present financial situation of the endowed colleges of the United States may be briefly summarized. On June 30, 1923, something above 500 colleges and universities held approximately \$550,000,000 in endowment. Over half a million students were at that date enrolled in 523 colleges and universities, of which 444 were private institutions. Of this student body, about one-third was enrolled in approximately 80 tax-supported institutions; about one-third in private institutions which possessed endowment of less than \$1000 per capita; about one-sixth in private institutions having between \$1000 and \$2000 per capita; and about one-sixth in institutions having over \$2000 per capita...

"Between 1902 and 1925, the General Education Board has appropriated approximately \$60,000,000 to the endowment funds of 291 colleges and universities, not including appropriations to schools of medicine. When the institutions in question have obtained the requisite supplemental sums they will thus have added a total of \$200,000,000 to their permanent funds.

"Though the figures above given represent substantial and rapid progress, it is evident that the financial problem of the American college is still far from solved. But whatever the solution, the General Education Board has largely finished its work in this particular field. In the first place, the interest of alumni and the general public has been thoroughly aroused; the stimulus, once required in the form of a conditional appropriation, is no longer generally essential. Again, in so far as the difficulty has to be met by endowment, the sums needed are so large that such contributions as may be made by the General Education Board from its present resources are relatively less important. Finally, virtual withdrawal on the part of the General Education Board from this field may encourage college administrators to devise other ways of handling the problem than meeting the main part of the cost out of the income of endowment funds...

"The last half century is distinguished beyond all others by the increase of fundamental scientific knowledge. Here and there, throughout the centuries, occasional individuals have had the passion for scientific investigation; but the organization and endowment of this passion on a large scale are relatively recent. Convinced that, on the whole, the progress of civilization coincides with the increase of accurate knowledge and the spread of the objective and dispassionate spirit of scientific inquiry, the Board is now definitely



undertaking to cooperate in improving the situation of the physical and biological sciences. There are needed better opportunities in the way of support, facilities, and equipment for outstanding men already in service; special opportunities for the training abroad of young men of distinct promise. During the past year the officers have begun an informal examination of colleges and universities with a view to assisting in the development of favorable situations. . .

"Concurrently with the improvement of facilities and the increase of funds, the training of teachers—young men as well as those in service—must proceed. In this matter no country is sufficient unto itself; the entire western world must pool its resources in order that advances may become the common property of all mankind. In 1922 the General Education Board joined the Rockefeller Foundation in providing the Medical Division of the National Research Council with the sum of \$50,000 a year to be utilized in giving advanced opportunities, especially in the fundamental branches, to recent medical graduates looking forward to teaching careers. Meanwhile professorships were being filled with promising young men, who, though they had enjoyed excellent opportunities in America, also needed the broader European training enjoyed a generation ago by the small group who had reorganized the leading American schools of medicine. In order to enable younger men occupying or about to occupy high posts to procure opportunities abroad, the General Education Board in 1923 voted the sum of \$25,000 for the purpose of sending abroad for prolonged periods—one or two years— young men who have recently obtained or who in the near future are likely to obtain important appointments. During the year 1924-25 the sum of \$50,000 was voted toward this purpose. . ."

**GUGGENHEIM FELLOWSHIPS.**—The John Simon Guggenheim Memorial Foundation announces the appointment of 37 Fellows from 18 states; the list includes 5 women, 3 artists, and 3 musicians; members of the faculties of 22 colleges and universities, and 7 who are not at present affiliated with any educational institution. The Foundation "offers to the young productive scholars and artists of the country opportunities to carry on research and creative work, chiefly abroad. Applicants are required to present definite projects for research in a given field of knowledge, or projects for creative work in some one of the fine arts. Given a worth-while project, intellectual or artistic, proposed by a young scholar or artist with demonstrated

qualifications for carrying it out, the plans and the arrangements of the Foundation are designed to be completely flexible. The Fellowships are tenable anywhere in the world, for any period, long or short. The stipend is usually \$2500 for a period of twelve months, but in every case is adjusted to the needs of the individual appointed. The Fellowships are open on equal terms to men and women, being citizens of, or permanent residents in, the United States, of every race and creed. The normal age limits of Fellows are twenty-five to thirty-five years."

RESEARCH PLAN OF THE ENGINEERING FOUNDATION.—"About a year ago, Engineering Foundation, as a step toward an acceptable solution of its organizational problems, formally requested of the boards of its Founder Societies a new expression of views on fundamental policies. Finally, in the fall of 1925, at the suggestion of the new chairman, L. B. Stillwell, out of accumulated experience and opinion, and from among many tentative formulations of policy and practice, drafted in preceding years, an answer appeared. A platform was unanimously accepted by the Founder Societies and was adopted by Engineering Foundation December 10. It follows:

Desiring to promote active and wisely directed research as a means to scientific and technical progress and believing that systematic cooperation by Engineering Foundation and the several Founder Societies is essential to any development of the research work of the societies commensurate with the dignity, influence, and resources of the profession, Engineering Foundation, while reserving entire liberty of action under the authority conferred upon it by the Founder Societies, through United Engineering Society, adopts the following declaration of its present plan and policy:

1. Engineering Foundation regards engineering research as the preferred field for its activities.
2. It will select or approve specific researches which it will assist by appropriation of funds or otherwise.
3. It will select for each project the agency, collective or individual, which it deems most effective.
4. It will assume no direct responsibility for the prosecution of any specific research.
5. It will cooperate with the national Engineering Societies and preferably support researches approved by it, sponsored by one or more of them.
6. A member of Engineering Foundation, or of its staff, may be an advisory, but not an active, member of any com-

mittee or other organization in immediate charge of a research assisted financially by the Foundation. This provision will not be retroactive.

7. Engineering Foundation reserves the right to require from committees or other organizations or individuals assisted, satisfactory progress reports as a condition of continued support.

8. Engineering Foundation will cooperate with the several founder or other national engineering societies in raising funds for the prosecution of approved researches.

9. It will endeavor to prevent conflict or overlap of research effort among the agencies which it supports or assists.

10. It will cooperate in securing information for use of committees of the Founder Societies or other agencies."

A. D. FLINN (*Director*), *Science*, No. 1624.

COLLEGE ENTRANCE EXAMINATION BOARD.—*Extracts from the Report of the Commission Appointed by the College Entrance Examination Board to Revise the Requirement in Latin.*<sup>1</sup>

"The Commission unanimously makes the following recommendations:

- I. (a) That there be no prescribed readings after the year 1928, for which year prescription has already been made and announced.
- (b) (1) That in the second year the early reading be easy Latin which may be 'made' or adapted Latin; but that not less than one semester of this year be devoted to the reading of selections from Caesar; and that the reading for the year may well include easy selections from (other) authors...
- (2) That in the third year,<sup>2</sup> if the reading is in prose, as the Commission would recommend, not less than one semester be devoted to the reading of selections from Cicero; and that the reading for the year may well include selections from such authors as Pliny, Sallust, and Livy, or books of selections containing these and other authors of prose works.
- (3) That in the fourth year,<sup>2</sup> if the reading is in poetry, not less than one semester be devoted to the reading of selections from Vergil; and that the reading for the year may well include selections from such works as

<sup>1</sup> Adopted April 10, 1926.

<sup>2</sup> If the reading of the third year is in poetry and of the fourth year in prose, the suggestions under (2) and (3) should be reversed in order.

the *Metamorphoses*, *Tristia*, *Heroides*, and *Fasti* of Ovid, or books of selections containing poems or extracts from Ovid or from other poets.

II. That the definition of the requirement read as follows:

The examination will be adapted to the proficiency of those who have studied Latin in a systematic school course of five lessons each week, extending through two, three, or four years.

The paper will include passages of Latin prose and verse of varying degrees of difficulty for "comprehension" and translation, and passages for Latin composition for the candidates presenting two or three years of Latin, and for those presenting four years of Latin in one examination. Accompanying the different passages set upon the paper will be questions on forms, syntax, and the idioms of the language, as well as such questions on the subject-matter, literary and historical, as may fairly be asked.

Each candidate will choose those parts of the paper which are designed to test such proficiency in the language as may properly be acquired in two, three, or four years' study. The proper parts will be indicated on the examination paper.

"As an integral part of its recommendations the Commission would request that the Board prepare a Latin Word List to be used by teachers and examiners. If the candidate's knowledge of Latin and his ability to understand Latin are to be tested to such a large extent by his interpretation and translation of Latin passages at sight, it is only fair that he should know as far as possible the standard by which he is to be judged."

STATUS OF THE HIGH SCHOOL PRINCIPAL.—The United States Bureau of Education *Bulletin*, No. 24, 1925 deals with the professional training of principals, their educational experience, local status, salary, etc. From the summarized conclusions the following statements are quoted:

"The principal should have as basic training a four-year course in a standard college or university. In this course he should major in one of the subjects taught in high school and have minors in sociology and education. His work in education should be that

required of the intending high-school teacher, namely, educational psychology, psychology of adolescence, principles of secondary education, including a study of comparative secondary education, methods of teaching in high school, including observation and practice teaching, and history of education, with emphasis on educational development in the United States.

"The extent to which principals have had four years' training in college and university is shown in Table 6. Ninety-two per cent of all principals are there reported as having college training. The median amount is 4.4 years. But 311 of the 1388 included in the table, or 22 per cent, have had less than four years of college or university work. These 311 principals constitute 20.5 per cent of all principals answering Section I of the Bureau of Education questionnaire. Table 4 shows that only 76 principals have had four years or more of normal-school training. These 76 constitute 5 per cent of the principals answering the questionnaire. We have, then, 15.5 per cent of all principals with less than four years of education in normal school, college, or university. To what extent the 84.5 per cent who have had at least four years of training included any or all of the professional subjects mentioned above is not known. Table 15 shows that 64.8 per cent of all principals had some professional training before entering the first principalship, but it does not show to what extent the training was received in the undergraduate school.

"When we consider the fact that these principals are all in schools fully accredited by State authority and represent the upper half of all high schools, the situation appears to be a serious one. It would be expected that State boards of education would require graduation from a standard college or university as the first requirement for the principalship, but only 60 per cent of school boards require the principal to be a college graduate. Even though the State does not make the requirement, school boards and superintendents should employ as principals only men and women who have met this first requirement. Unless this is done, the principalship cannot be expected to approximate the dignity attached to the professions of law and medicine.

"The prospective high-school principal should have at least two years of experience as a classroom teacher in a public high school. During these two years he should have opportunity to exercise his initiative in developing teaching skill, in classroom management, in discipline, and in directing one or more extra-classroom activities.



He should be able to profit by the supervision given by the principal and heads of departments, should learn something of the details of organization and administration of the school, and have some participation in community affairs. For the realization of these experiences his two years of teaching experience should be in a school of moderate size rather than in a large school where he will be but a small part of a big machine...

"Here again is a situation that is anything but encouraging. One-seventh of all principals have had no teaching experience of any kind, and almost three-fifths have not had the two years' experience as high-school teacher recommended above...

"The third requirement for the high-school principal should be a full year of graduate study devoted wholly to professional subjects. The year's work should include courses in supervision of secondary education, high-school administration, high-school curriculum, direction of extra-curricular activities, tests and measurements, junior high school, and educational experimentation...

"When it is considered that the professional subjects most commonly pursued are those usually offered to undergraduates preparing to become classroom teachers, and that the graduate study of the 25 per cent who had a year or more undoubtedly included considerable work in the academic subjects, the conclusion is clear that only a very small percentage of high-school principals have had the year of graduate study in professional subjects recommended here. The great majority of principals entered the principalship without specific training for the work to be done...

"The conclusion is clear that the large majority of principals of fully accredited high schools are not professionally trained. Promotions and advancements in salary have depended on years of experience and other factors rather than on professional training. Real professionalization will come only when State boards of education and local boards require that principals be trained for the specific duties they have to perform.

"The fourth qualification for the professionally trained principal should be a full year's service as assistant principal in a public high school. It should be possible for the State university or other teacher-training institution to develop such close relations with the best high schools in the State that local school authorities would be willing to employ, in the capacity of teacher and assistant principal, students with the training recommended in sections 1, 2, and 3.

"The principalship will not be really professionalized and recognized as such until the principal's training is commensurate with the heavy duties and responsibilities connected with it.

"The initiative should be taken by the State. Either by legislative enactment or by regulations of the State board of education, definite requirements should be set up for the principalship, with provision for the principal's certificate. The minimum requirements for the certificate should be the training outlined in sections 1, 2, and 3. The completion of the training outlined under 3 should qualify the student for the degree of master of arts in secondary education. The principal's professional diploma should be granted only to those who complete satisfactorily the training outlined in section 4. It should be the reward for real merit, an attestation of the fitness of the holder to serve as a leader of teachers and pupils.

"At present adequate opportunities do not exist in a number of States for real professional training. Tables 22 and 23 show that opportunities are especially lacking in the east and west South Central divisions and in the Mountain division. It should be the duty of every State to provide real professional training for its principals in the same way that it provides professional training for its doctors, lawyers, and engineers."

TEACHERS' INSURANCE AND ANNUITY ASSOCIATION.—The seventh annual report under date of December 31, 1925 reports an increase of twenty-nine per cent in the number of annuity contracts, and twenty per cent in the number of life insurance contracts; one or the other is now held by 5229 persons. The number of universities and colleges that contribute toward retiring allowances is 99; sixteen research institutions and twenty-five endowed schools have also been admitted. The trustees of the Foundation have voted to provide overhead charges, already in excess of the income of the original million dollar fund, and there is also a guarantee by the trustees of the Carnegie Corporation. Disbursements in the form of dividends to policy holders during the year amounted to nearly \$28,000.

ASSOCIATION OF AMERICAN COLLEGES.—The *Bulletin* for April 1926 includes several articles on "The Fine Arts in American Education" by Dr. Edward Robinson of the Metropolitan Museum of Art, Mr. Huger Elliott, Director of Museum Educational Work, Mr. Eugene A. Noble of the Juilliard Musical Foundation, and Professor Henry V. Hubbard of the Harvard School of Landscape Architecture.



EDITORIAL RECOGNITION.—“The latest bulletin of the American Association of University Professors is a reminder of the size and substance of the organization which publishes it. The association was organized eleven years ago to investigate and report on the best ways of increasing cooperation between the professors and the controlling powers of the colleges and universities.

“In the slow development of the American institutions of higher learning it happened not unnaturally that many of the best of the teaching group were so interested in the pursuit of their special subjects that they avoided any responsibility for administration, and that the trustees, chosen for business ability, were largely interested on the educational side with what they considered safeness and saneness. It followed that many presidents came to consider themselves more definitely responsible to the trustees who had appointed them than to the faculties over whom they presided.

“A consequence of this was that educational policies were neglected or retarded and that several progressive teachers in conservative institutions were ousted because of religious, scientific, and economic opinions. In its earlier years the A. A. U. P. became known, to those who knew it at all, only as a professors' self-protective union. And it has actually served so in a very effective way by establishing certain sound principles in connection with ‘academic tenure.’

“But it has become far more than a mutual protective association, even in behalf of freedom of thought and speech; for through its members it is now taking an increasingly active part in every movement that aims toward increasing the intelligent effectiveness of higher education. Its membership covers the country and includes nearly 6000 names, and its good influence has become so strong that its good opinion is sought in advance by the men in power.

“‘For the last three years,’ said one vice-president at the annual meeting in Chicago, ‘when any difficult questions have been raised in our administration, the first idea that has come to me has been: What sort of procedure would the Association of American Professors be likely to recommend?’ ”

*Chicago Journal.*

BRIEF NOTES.—*U. S. Bureau of Education.—Bulletin*, No. 19, 1925 gives statistics of Land Grant colleges for the year ending June 30, 1923, including staff and student enrolment in various curricula, degrees conferred, salaries, income, etc. The period under consideration

is characterized by a marked and rapid increase in engineering courses forshadowing the reaction which has since occurred.

*Bulletin*, No. 34 contains general information in regard to educational Boards and Foundations to the number of 16.

*Bulletin*, No. 40 gives statistics of Public High School for 1923-24.

*Bulletin*, No. 1, 1926 is a valuable educational directory of school and college officers, educational boards and foundations, international associations of education, and American associations—educational, civic, learned, and educational periodicals.

*Placement Examinations.*—The *Journal of Engineering Education* for March 1926 contains a preliminary report on the use of the Iowa placement examinations in the fall of 1925: for 17 institutions in chemistry and English, 5 in foreign languages, 24 in mathematics, 14 in physics. Cooperating colleges have been requested to submit semester grades for students included in the placement examination reports. It is hoped that the series will continue to develop on a non-commercial basis.

Reprints of Dr. Leuschner's Presidential Address and of the recent report on Intercollegiate Football and on Sectioning have been recently sent to 375 presidents of colleges and universities. One of the recipients courteously writes:

"I thank you very much for sending me several pamphlets published by the Association. Allow me to compliment the Association upon the splendid work they have been doing through the publication and creation of saner ideals in the educational world."

## LOCAL AND CHAPTER NOTES

CHICAGO.—A summer course in administration of higher education will be offered at the University of Chicago in the first term of the coming summer quarter. Chancellor Capen of the University of Buffalo will lecture on "The Nature, Organization, and Control of Higher Education" and "The Administration and Supervision of Academic Work in Colleges and Universities." Dr. F. W. Reeves of the University of Kentucky will give, with the cooperation of others, courses on "The Financial Administration of Higher Institutions" and on "Professional Duties of Registrars and Deans." From July 19 to 24 an institute for college administrators will be conducted to which all persons interested in college administration are invited as guests of the University.

COLORADO STATE TEACHERS' COLLEGE.—The faculty has just initiated the publication of a *Teacher's Journal and Abstract*, with divisions into "Educational Abstracts" and "Sources of Current Literature in Education," to be published in nine monthly issues.

COLUMBIA.—Teachers College announces courses in the organization and administration of higher education given during the summer, and also during the winter and spring sessions. Courses during the summer include "College Administration" (President E. O. Holland and others), "Measurement of Achievement in High School and College Courses, Educational Personnel Administration" (Professor B. D. Wood).

DARTMOUTH.—The attention of readers of the *Bulletin* is called to an interesting report on "College and Physical Fitness," in the *Dartmouth Alumni Magazine* for February, May, and November 1925. The report, prepared by Dr. William R. P. Emerson, contains charts showing the effect of improved habits as to food and hygiene rules, particularly in the case of students under weight.

JOHNS HOPKINS.—Announcement has been made that tuition fees will be increased, beginning next fall, to \$400 for undergraduates and medical students; other graduate students will pay \$250. This discrimination in favor of the graduate students corresponds with the intention of the University eventually to discontinue the first

two years of college work and combine the remainder with the graduate work.

Announcement is also made of the establishment of the Edwin Franklin Buchner Research Fund in Education, the committee in charge of which aims to secure \$50,000 for presentation to the University in October.

*Definition of a University.*—"A university is an organized and continuing body of men associated together, to do training for a three-fold task:

- (1) To deal at first-hand with the sources of knowledge, to seek the truth and so far as possible enrich man's store of it;
- (2) To impart such knowledge and the methods by which it may be found extended to students at the final and highest stages of their preparation for their own professional careers;
- (3) To inspire the men thus trained to serve mankind."

MARIETTA.—In Vol. XI, No. 5 of the *Bulletin* of the Association mention was made of the fact that Marietta College had adopted a definite policy as to faculty status and had arranged that there should be no dismissals without an adequate hearing. Since that date further advance has been made in trustee-faculty cooperation. The faculty has been admitted to a share in the recommendation of candidates for honorary degrees. A cooperation committee has been arranged for to provide for the discussion and settlement of matters of interest to both groups.

The trustees have adopted a plan of group insurance and at Christmas time each member of the faculty and each employee of the college was presented with an insurance policy of substantial value.

MICHIGAN.—*Extracts from the Constitution of the Zoology Faculty:*<sup>1</sup>

"1. *Name of organization.* This organization shall be known as the Zoology Faculty of the University of Michigan, hereinafter referred to as the faculty.

"2. *Membership.* The faculty shall consist of all regents' appointees of the Department of Zoology of the College of Literature, Science and the Arts who have the rank of instructor or higher.

"3. *The right to attend meetings and to vote.* All members of the

<sup>1</sup> Adopted October 20, 1925.

faculty exclusive of substitutes shall have the right to attend all meetings, take part in all discussion and to vote on all questions, except that instructors shall not have the right to attend any meetings at which salaries and promotions are discussed.

"4. *Officers.* The officers of the faculty shall be of professorial rank, and shall be a chairman, a secretary, and an advisory committee consisting of the chairman, the secretary, and one member elected by ballot.

"5. *Nominations and elections.* The chairman shall be nominated and the secretary shall submit the nomination to the Dean. The other officers shall be chosen by the faculty.

"Nomination and election shall require a two-thirds ballot of the faculty.

"6. *Term of office.* All officers shall serve for one year, or until their successors are chosen. They shall be eligible to succeed themselves.

"7. *Duties of officers.* The chairman shall be the administrative head of the department and the director of the zoological laboratory. He shall be responsible for the policies and practices of the department; he shall act as chairman of the advisory committee and shall submit the departmental budget recommendations to the Dean.

"8. *Meetings.* Four regular meetings of the faculty shall be held during each academic year.

"9. *Rules of procedure.* The faculty shall have the power to formulate its own rules of procedure and to change them from time to time.

"10. *Amendments.* Amendments to this constitution may be recommended to the Dean by a three-fourths vote of the faculty."

MISSOURI.—At a meeting of the University of Missouri Chapter, held on February 15, 1926, there were discussed at some length the general problems of better scholarship in the University and of operating the University in the interests of the serious students. At the conclusion of the meeting, it was resolved that it was the sense of the Chapter that:

- (1) No student on probation for any cause whatsoever should represent the University in any capacity whatsoever. No such student should hold office, become a candidate for office, nor vote in any student election.

(2) No student whose scholastic average is less than M should be allowed to take part in any extra-curricular activity nor to hold office in any student organization.

(3) In large classes, comprising several sections, the better students should be placed, whenever possible, in different sections from the inferior.

(4) Certain attractive courses in each department should be reserved exclusively for the better students.

COLLEGE OF THE CITY OF NEW YORK.—The local chapter reports an interesting series of monthly luncheon meetings, with the discussion of such topics as—basis for selection of entering students; psychology tests; high school marks as an index of probable success in college; the four-term college year, etc.

PENNSYLVANIA.—*Tuition Fees at the University of Pennsylvania.* Those who are responsible for the management of educational institutions and for the financing of their work are becoming more and more alive to the necessity and the wisdom of putting this burden where it belongs.

"The average undergraduate tuition charges at the University of Pennsylvania have been \$275.00 annually for full-time students. The cost of the education furnished has been more than twice this sum. Due to this condition, it has not been possible to bring teaching salaries to the level they should be. . .

"Letters which I have received from presidents of many institutions all confirm the thought that at present, under existing economic conditions, the student is not paying his proper part of such costs. Quite a number of institutions have this year increased their fees or will do so next year. Columbia, within five years, has advanced the point rate from \$6 to \$10—an increase of  $66\frac{2}{3}$  per cent. Princeton has advanced its total fees from \$325 to \$425. At Dartmouth the rate in 1926 has been advanced from \$300 to \$400.

"A comprehensive survey of the entire field of the financial development of higher education, sources of educational income, allocation of higher educational costs, and the student as a financial risk, was recently completed under the auspices of the Association of University and College Business Officers. In this summary it is conclusively shown that the cost of education, which covers the primary objective that the student has in mind during his under-



graduate life, is wholly out of proportion to the other expenses incident to his educational life, such as housing, clothing, food, amusements, etc. It is also out of proportion to the increased costs of building materials, supplies, wages, etc., which the University must pay."

J. H. PENNIMAN, in the *Educational Record*, Vol. 7, No. 2.

STANFORD.—*Personnel Research as a Substitute for Endowment Campaigns*. "If Stanford University were to receive a gift of \$2,000,000 the good news would appear on the front page of daily papers throughout the land. The net income of \$2,000,000 is between \$80,000 and \$100,000 a year. Substantially this sum was added to the effective resources of Stanford last year; but no mention of the fact appeared in the Associated Press reports because these new resources did not come as a gift but represent an economy effected by the faculty as a result of personnel research. Through investigations into methods of selecting the abler students from among the candidates for admission to the freshman class, the sum mentioned—which had previously been spent on instruction costs of students who failed or who had to be placed on probation because of poor scholarship—was released for the education of students capable of profiting by their opportunities."

W. V. BINGHAM, in *School and Society*, No. 573.

MERGING OF EDUCATIONAL INSTITUTIONS.—It is interesting to compare recent developments in Chicago and Cleveland as reported in the following extracts from *Science* and *School and Society*.

"Formal steps toward the merger of Armour Institute of Technology with Northwestern University were taken on January 9, when the trustees of the two institutions signed contracts detailing the affiliation plan.

"The plan includes the raising of a \$10,000,000 endowment fund; erection on Northwestern University's Evanston campus of 10 new dormitories for men at an estimated cost of \$80,000 each; expansion to three times its size of the Swift hall of engineering at Northwestern; construction of one addition to machinery hall; construction of two new science buildings and the erection of one machinery hall on Northwestern's downtown campus to accommodate between 800 to 1000 part-time students.

"The new engineering school will be known as the Armour College of Engineering of Northwestern University."

*Science*, No. 1621.



"The boards of trustees of Western Reserve University and Case School of Applied Science issue the following statement:

"In the report of the commission appointed by the Cleveland Foundation to make a study of higher education in Cleveland it is recommended 'that there be organized in Cleveland a new university corporation, to include the present higher institutions under consideration and which will have the widest possible appeal to the citizens of the city and the nation at large.' Since the publication of this report the boards of trustees of the institutions considered therein have been engaged in a sincere effort to determine to what extent this recommendation could be adopted. Throughout these negotiations the trustees of the participating institutions have been of one accord in the desire to provide for the City of Cleveland the facilities of a great university, such as that depicted in the foundation report, but they have encountered certain practical difficulties which at times have appeared to be almost if not quite insuperable. These difficulties lie chiefly in two directions: one having to do with the legal restrictions involved in the trusts committed to the several boards, the other growing out of the history, traditions, and requirements of the institutions, entailing responsibilities which cannot be thrust aside, as well as the interests of alumni and friends which ought not to be sacrificed.

"The discussions of the Greater University Committee and the later correspondence between the boards of trustees have brought to light the agreed conviction that Western Reserve University, Adelbert College and the Case School of Applied Science cannot be united in one university organization, but must continue to function as independent institutions, each under the control and direction of its own board of trustees, and that future developments must take this condition for granted and be governed thereby. Happily, however, there has been for many years between the institutions a spirit of cooperation which has manifested itself in many forms, effecting certain economies and transfers of services and credits, and which during the progress of the negotiations referred to has brought about the creation of Cleveland College, whose successful beginning has given great satisfaction to all concerned. The several boards of trustees have therefore turned to the development of such a cooperation as the method of reaching the ends desired, believing that the participating institutions can preserve their separate independent

existence and yet cooperate in making that provision for higher education which the community expects and ought to have."

*School and Society*, No. 583.

A SIGNIFICANT INSTANCE.—The following letter from a former president of the Association to a Dean in a neighboring state university seems to deserve wider reading.

"On January 15th you wrote to me asking for suggestions for a position in your university to which I replied on January 19th. A few days ago an old and valued student of mine knowing of the vacancy at. . . . asked me to recommend him for the position. In the meantime, however, some very disquieting but well authenticated rumors have reached me as to the situation at. . . . I know of course virtually nothing of the conditions further than that the question of academic tenure and academic liberty has arisen and that rather exacerbated charges and countercharges are flying around.

"Under the circumstances I felt it my duty to write to my former student that there were such rumors abroad and that while I knew absolutely nothing as to the merits of the case, I should in his case either investigate the matter myself or wait for a little while until the situation cleared up.

"I am now in the very embarrassing situation of sending you this letter because it really involves a question of university ethics. As a former president of the American Association of University Professors, I took the liberty of consulting with another former president and we have both come to the conclusion that as a matter of proper university ethics it was only fair for me to state to you that until the matter was adjusted satisfactorily one way or another—and I repeat that as the merits of the case I have no opinion at all—it would be incumbent upon me to notify all of the gentlemen whom I have already recommended to you as well as any others that might approach me in the matter, that they ought either to postpone their applications or withhold their acceptances of a position until the matter had been cleared up. If I can be of any service in a constructive way in helping to adjust a rather tangled situation pray command me."

*Reply* (in part).—"I recognize and respect the high principles which you feel morally compelled to apply and, be assured, I am truly grateful for the frankness and courtesy which inspired your letter."

## EDUCATIONAL DISCUSSION

HARVARD, PRESIDENT'S REPORT.—*The Tutorial System.* The principle of requiring for graduation a general examination in the subject chiefly pursued in college, with tutors to direct and aid the students in achieving a mastery thereof, has made substantial progress...

"Moreover, this autumn the Department of Mathematics has determined to adopt the system, and the method it proposes is a highly developed form thereof. The plan is to have every member of the Department give up a part of his course teaching and devote a corresponding amount of time to tutorial work, the courses so relinquished being provided by the addition of two more teachers to the Department. Such a proposal places in a clear light the policy we have sought to maintain, that to be a tutor is not to hold a grade but to discharge a function by a form of teaching as useful and as honorable as conducting a course. All the men doing tutorial work now hold appointments of ordinary academic rank, which run all the way from that of annual instructor to a full professorial chair...

"No pressure is exerted upon the remaining departments to conform to what is now the general practice in the College, but it is probable that before long some of them will voluntarily do so. In fact, the principle has had an interesting collateral application. Professors in the Medical School have complained that, in spite of the pre-medical requirements in chemistry, physics, and biology, the students were ill equipped in those subjects. But it was pointed out that the rule of all medical schools has been that for admission the student must have taken with credit college courses in these subjects, not that he must have any knowledge of them; and the two things are by no means the same. He may have taken some of the courses in his Freshman year, and by the time he enters a medical school three years later have forgotten almost all he learned in them. It was suggested, therefore, that the students intending to study medicine should be given the guidance of a tutor selected from the staff of the Medical School, who should advise them about their college courses, explain the bearing upon their future profession, and direct their attention to those aspects of their studies that will be of greater use. In accordance with this suggestion, Dr. Hallowell Davis has been appointed Instructor and Tutor in Pre-Medical Sciences, to give half his time to college students intending to study medicine. The experiment is promising and may well prove of great value.

"The general examination and the work with the tutors have been superimposed upon the requirement in courses, and this has been felt as an added burden, especially by students who are aiming at a degree with distinction. For some time a demand has been heard on behalf of such students that the requirements in courses should be reduced, thus giving more time for independent work under the tutor's guidance. Until the general examination had existed long enough to be taken very seriously, such a change would have been premature. But that time has now come. As more fully described in the report of the Dean of the Faculty of Arts and Sciences, the Faculty voted that genuine candidates for distinction at the general examination might be excused in their Senior year from one of the courses usually required—a change that went into effect last year. It has proved beneficial to these men, has not been abused, and a further extension is now under discussion...

#### *Cultural Subjects*

"Formerly an opinion was often expressed that students in college could never be expected to have the same interest or desire for excellence as those in the professional schools, because the motive of general culture could never equal in force that of preparation for a definite career...Of course no sharp line can be drawn, because one student may concentrate in a subject with a definite vocational intent while another does so for purely cultural reasons. This is true, for example, in the classics and mathematics. Still, there are clearly subjects in which the vocational motive has more influence than in others; and it is noteworthy that among those in which the proportion of candidates for distinction is large are to be found Fine Arts (52%), Philosophy and Psychology (53.9%), Government (55.4%), and History and Literature (75.2%), where the vocational motive is less than it is in Chemistry (42%), Biology (30.7%), Economics (39%), and Engineering Science (17.8%), where that motive is more common and yet the percentage of candidates for distinction is markedly smaller—the percentage being given in each case by the figures in parentheses...

#### *Experimentation in Methods*

"The trend away from the older system of instruction, imparted wholly by independent, self-limited courses, and toward a new conception that the student is the only true unit and end of education,

had been making headway in recent years in many institutions of higher learning. It has been discussed from various points of view, but as the whole matter is still in a formative stage a consideration of it from any angle is not at present useless.

"Among a people with a mechanical turn of mind, accustomed to mass production, there is a natural tendency to standardize, and when education reaches the dimensions of mass production the process is naturally applied thereto. This is excellent if it is not carried too far. Much good has been done by standards that raise the minimum, but there is grave danger in going beyond that point. A system, for example, of universally equivalent grades, such that a student with definite credits in any institution can be transferred automatically to a fixed stage in any other, would involve lowering the superior to the level of the minimum. In the educational state of our country at the present day we need continual experiment with new methods, and therefore a wide diversity in institutions above the minimum plane; we need a greater variety both in secondary schools and in higher education; and all this should be encouraged although it interferes with standardizing and causes hardship for individuals who have pursued one path and cannot without serious loss of time cross over to another. Homogeneity in education has great advantages, but the price for these is too high if paid at the expense of progress and excellence...

"When the youth enters college—on the average at somewhat over eighteen—he is of an age when he ought to be mature enough for work of a university character. He is so in Europe, but not in America. Anyone who has taught Freshmen is aware that they cannot read books. They can read passages, and understand the meaning of particular things when pointed out to them; but they have not the habit of sustained mental self-direction that will enable them to follow the thread of an author's thought for a considerable time. The result is that the college begins, and unfortunately often continues, to teach them by methods appropriate to secondary schools. In its turn the college has commonly failed to prepare its students for the kind of personal effort under guidance that should characterize the Graduate School, and hence the latter continues to some extent a type of instruction that should have been passed long before.

"Mr. Flexner suggests that a graduate school should be completely separated from a college in order to avoid the contagion of methods which have crept in from lower stages of education. But



while we may agree with his diagnosis, it does not follow that we can accept his remedy. Apart from the fact that the better type of upper classmen are quite capable of following much of the instruction given to graduates, and derive great profit therefrom, such a separation would hardly benefit the Graduate School itself if the students come there unprepared for the kind of work they should be expected to do and they are likely to be better prepared for it if they have already been doing something of the same nature with professors who teach graduate students...

"The experiment of eliminating the college in part is being widely tried in the case of men who intend to enter the professions of law or medicine and to some extent other careers. It is done by the use of the 'combined degree,' whereby the last two years of college are spent in professional study, and are counted towards the degrees both of the college and of the professional school...

"The plan recently announced for the Graduate School at Johns Hopkins resembles in some ways that for the combined degree, save that the two years of college will be taken, not at that university, but elsewhere. The design is that the student admitted after such a preparation shall begin at once work as nearly as possible of a university character, and after *four* years will obtain a degree of Doctor of Philosophy. This may be regarded either as an elimination of two years of college, with entrance to a graduate school at the end of the Sophomore year, or as raising the last two years of college to a university level...

"Complaint has been made of the combined degree because for a single course of study, pursued through a couple of years, it gives a double credit toward two distinct degrees supposed to indicate different kinds of work. But it would seem to make little difference what degrees are named if it is understood that they are not, and had better not be supposed to be, closely equivalent in all institutions. The object of the combined degree is to eliminate two years of the traditional American college education...

"Owing to the lack of foundation therefore, independent reading under guidance of tutors cannot be undertaken on entering college; and a period of transition from school to university methods of work is unavoidable. In most colleges two years are required for this so that the personal work with tutors in preparation for the general examination begins at the close of the Sophomore year, and thereafter all attendance of courses is in some places voluntary for honor

students. At Harvard we believe that courses as they are now given form a highly valuable part of the educational process that has no sufficient counterpart in the English universities, and we have no desire to reduce their effectiveness, but only to regard them as a means rather than an end in themselves. We have also felt that the process might well begin earlier and be more gradual, and with that intent the Freshman year is treated as transitional, the tutorial system beginning immediately thereafter. At first the work with the tutor is not very exacting, but it grows in intensity throughout each of the succeeding years, being naturally greater for those who aspire to distinction than for those who do not...

"Complaints are sometimes heard that the training of future professors is now too narrow, that they tend to take too little interest in fields outside their own. This would seem to result less from the necessary limitation of their studies than from a lack of association with other scholars pursuing different subjects. It would be a great mutual benefit to the men working for the doctorate if they could be brought together into closer fellowship by living in a dormitory or hall set apart for their use, with its own dining and common rooms. The broadening of interest and the stimulation of thought by the intellectual atmosphere of such a place could hardly fail to be of highest value to all of them..."

A. LAWRENCE LOWELL.

YALE, REPORT OF THE PRESIDENT.—"In strong professional schools, such as Yale has the good fortune to possess, one expects, as a matter of course, that the time and attention of the student will be monopolized by serious interests and that the intellectual life will be strenuous and keen. But in our colleges, the country over, critics have complained bitterly at the lack of arduous mental endeavor and at the alleged frivolity, and often vulgarity, of the average undergraduate interests. To spend four years in an environment where hard work is looked upon as a mark of eccentricity and where spontaneous conversation rarely or never rises above questions of secret society elections, sporting news and the partners available for the next dance, is perhaps rightly felt to involve a dubious investment of time and capital; and, if the indictment implied in this characterization were generally valid, one might well look askance upon the college experience and listen with some sympathy to those who assert that colleges ruin more men than they make.



"It must be admitted that American students are sometimes guilty of a pose, said to be imported, which assumes that they never give much attention to study, unless just prior to examination periods; and doubtless a brilliant student may maintain himself with relatively small expenditure of effort, for we still labor in too large degree under the lockstep system which makes substantially the same demand upon the bright boy as upon his less able neighbor, with the pace set for boys of not more than average ability. Whether through a reversion to the old method of 'sectioning' on the basis of ability, through greater individual attention, or through whatever other means, we must certainly bring it about that the varying abilities of the men are given fuller recognition and that each is put under conditions which will call out his best endeavor. . .

"But, in general, the undergraduate is ill informed about political affairs, both at home and abroad, and notably indifferent to them, except in the presence of an election. To those who believe that college should afford an atmosphere of cloistered detachment in which, in the familiar presence of the great thought and literature of all time, the enduring issues of life may be faced and thought through, this is perhaps no matter for regret, provided the opportunity for such scholarly reflection is improved. Unhappily, we know that under current conditions, such reflection is rare and that student life is geared up to a restless and incessant round of occupations, some worth while, others not. To save the student from the consequences of his own creative ingenuity, reflected in the innumerable collegiate organizations, seems now no small part of our task, and we are studying the problem in the hope of rescuing from the present maelstrom whatever is really of lasting value, while we jettison the rest and induce the student, if possible, to sail in less troubled waters. The easy solution would be the imposition of tasks which would completely fill the time of the student with hard work. But the American college has rightly felt that a measure of leisure is an indispensable element in a liberal education and it must therefore accept the consequences of the possible misuse of such leisure. . .

"It will be no easy matter to persuade the well-to-do parent of the advantage of a system which will get his boy into college two years earlier than at present, when the athletic and social life of that institution is so attuned as to place a heavy premium on physical and social maturity. Too many of the rewards of college life, of which both parents and students are avid, are connected with these social

and athletic enterprises. Naturally, if the whole collegiate population the country over could be simultaneously set back two years or more in age, this part of the problem would at once disappear. But we must look forward to a period of slow change in which certain of the private schools are likely to lend but reluctant aid, and especially if any considerable group of colleges continues to put exclusive or chief stress on the old-fashioned examination as the means of determining fitness for entrance. On the other hand, most of the public schools and certain of the more progressive private schools will doubtless welcome the movement and give it support.

"Meantime, at the college level many institutions, Yale among them, are making every effort to offset some of the defects of the earlier part of the present system by stimulating intellectual individuality and independence, and by recognizing maturity of mind and according to it *bona fide* freedom of opportunity. To be sure at the college level it is too late to save the student the years he has lost, but at least we can make the attempt to furnish a less flabby and superficial training than has often been the result achieved by our education. We can do it partly by stiffening the actual intellectual requirements, and partly by stimulating the student to a more fundamental use of his intelligence; and it is to this end that our tutorial systems, our comprehensive examinations, our honors courses, and the like are directed...

#### *Selection of Freshmen*

"If we limit attendance and qualified students apply in excess of the limit, we must determine the criteria by which we are to select and reject. This is a problem by no means easy to solve and one which<sup>1</sup> is increasingly difficult in proportion as we have to deal with studies which are intrinsically discontinuous with those previously pursued. Of 1500 applicants for entrance to the Freshman Class of 850, we can perhaps select 700 as obviously complying forthwith with any criteria of scholarship, character, and personality which could be reasonably applied. In selecting our last 150 men, we shall be obliged to use every available fragment of pertinent information and, at best, we shall probably make a few mistakes. The men we are trying to judge have, however, all pursued courses of similar character, and courses largely designed to train for later work in college, have all been subjected to examinations which are very often substantially identical, and, in many respects, they can be fairly

treated as comparable to one another. But when we try to select for medicine or law a group of candidates whose qualifications for professional work may not have been decided in any fair way by the earlier training received, who have pursued quite dissimilar courses in institutions of the most varied character, whose standards differ widely and by indeterminable amounts, the problem is far more difficult. Yet this is the issue which must be faced and the one which our Medical School has, with increasing success, been facing during the past three years. Into the judgment enter such factors as the man's previous academic record, the general reputation of the institution which trained him, the character of the subjects he pursued, his participation in athletics or other so-called student activities, the degree to which, if at all, he has been self-supporting, his reasons for professional study, his mental reactions as evidenced in some form of aptitude test, his personal appearance and deportment as revealed by interview, the judgment of his previous teachers and others who have had intimate relations with him regarding his character, etc., etc. At best such selective criteria are difficult to employ, but they are all that we have at present, and select we must.

"Two things at least require to be done, neither of which can be accomplished instantly, but upon which a beginning can certainly be made, granted interest in the problem and moderate financial means wherewith to bring it to pass.

"There is, in the first place, need for a carefully organized bureau where accurate current information could be obtained, in part through bulletins, in part by interview, regarding contemporary conditions in the typical occupations which every year absorb the members of our graduating classes. What are the prerequisites of any particular occupation, what the average period of apprenticeship; are college men desired and welcomed or taken only as a last resort; what are the initial wages, what the average for men ten, twenty, or thirty years out of college, what the maximum; what are the general social surroundings of the work, etc., etc.? These and dozens of other considerations have a real bearing on an intelligent choice of occupation and, even though a man finds after a year or two that he is in the wrong job, the chance of this occurring will surely be greatly reduced if he knows some of these significant facts before enlisting. As things are now, the college applicant for a job can often secure only the most imperfect and unreliable information...

*Personnel Service*

"The second great need is a personnel service which would help the student to determine with some exactness for himself what his real qualifications are and in what fields of endeavor he can hope to be successful. This is dangerous ground and as yet little has been done which can be accepted as affording reliable technique, but a thorough aptitude examination would certainly bring to many a boy's attention defects which he could perhaps remedy, but which uncorrected will certainly impair his success. It may also help him materially in crystallizing his own vague notions of where he would really like to begin. Some boys suffer from overtimidity and modesty and fail to try for goals they could in reality easily attain. Others suffer from vanity, or laziness, or shiftlessness, whose incapacity for certain types of work, save in the face of a radical change of front, is humanly certain. There are unquestionably certain intellectual limitations which can be determined and which, if existent, would surely serve as a grave handicap to be fully recognized, if indeed they did not serve to debar consideration of the calling concerned. . .

"One can hardly visualize the University venturing at this stage to give a youth, on the basis of any psychological examination, definite positive advice to enter a given calling. But it is easy to see how, with judicious advisers working with a more or less common-sense technique, using well-recognized personnel rating systems and supported by such psychological methods as can be matured, a boy who desires it may be given help of really first-rate consequence in coming to a fuller understanding of his own powers and possibilities.

*Freshman Year*

"The most important end sought in the creation of the common Freshman Year was the improvement of teaching—a result which was secured by drafting into the faculty of the Freshman Year a large number of able and experienced teachers. The authorities in charge of the Freshman work have sometimes felt that the departments were indisposed to accord due recognition to devoted and successful teaching of Freshmen, and tended instead to stress productive scholarship and research, for the prosecution of which the arduous teaching schedule of Freshman Year affords little leisure, and for which indeed an apparently good teacher of Freshmen may have little taste or capacity. It is alleged that this feeling has

resulted, in certain instances, in discouraging men from giving their best efforts to teaching and from identifying themselves with the Freshman group, because of their belief that substantial recognition from their departmental professorial colleagues is only to be attained by scholarly production. There is doubtless some foundation for this feeling...

*Instructors for Undergraduates*

"In other words, under our present system, the promotion or appointment of a member of the staff is dependent upon the approval of two academic bodies, which may conceivably differ sharply both in principle and in judgment upon a particular individual. One of these bodies is primarily concerned with the effective development of a given subject-matter and with the securing of the most distinguished possible staff wherewith to advance its interests. The other is concerned with the educational balance and the general effectiveness of a whole group of departments as they cooperate in furnishing the materials of a curriculum, and also, and particularly in the undergraduate schools, in safeguarding the interests of the individual student. Departments, in other words, tend to stress subjects and the exploiting of eminent scholars; the undergraduate schools at least and notably the Freshman Year, must protect the general educational interests involved and stress especially the needs of students for stimulating and helpful teaching.

"No administrative device can assure unanimity of judgment among considerable groups of men, but unclarified divergence of view on underlying principles is undesirable and sure, if it continues, to be permanently provocative of friction and lost energy. In the particular instance under consideration, the issue reduces itself in fact to a definition of a good teacher and to the estimate of the relative value for the University of a man who is merely a teacher and will never be more—and perhaps in later life not even so much—in comparison with a man who is something more.

"I venture to lay down somewhat dogmatically certain desiderata in this whole matter, and to comment upon them.

"1. For undergraduate work we must have powerful and stimulating teachers, men who are thoroughly grounded in the subjects they teach, who are scholarly without being dull or pedantic, who can present their materials lucidly, forcefully, interestingly, and who are



withal, men of culture and breadth of outlook, men who know much and sympathetically of fields other than their own.

"2. The undergraduate teacher at least should have an interest in students as individual persons and be willing and eager to assist them as far as practicable in their development.

"3. Every teacher must be keen to advance to the more complete mastery of his own field, and, if possible, to add to it fresh and interesting material. No man who does not actively keep his scholarship alive and advancing can avoid the dry rot which inevitably sets in after the first enthusiasm of teaching has worn off—as inevitably happens to some degree if one teaches the same topic year after year.

"4. No institution which is content to man its staff with scholars of second and third rate standing can possibly maintain its prestige in the present and immediately future generation. Established reputation and tradition will carry for a time, but it would be a calamity for Yale, under a mistaken conception of the enduring criterion of successful teaching, to recruit its faculty from men devoid of scholarship and unable to maintain its traditions of intellectual distinction.

"As a matter of fact, there is no such antithesis between good teaching on the one hand and creative scholarship on the other, as is often supposed. Really good teaching always has in it the forward-looking vision, the eagerness for fresh conceptions of the subject-matter, the recognition that new knowledge may, at any moment, transform present theories and beliefs. The physical and mental burden of carrying heavy teaching schedules, while at the same time keeping one's own scholarship alive, is a very grave problem which each institution must conscientiously face; and it must so adjust its teaching load that, for the average teacher at least, there is no lack of reasonable opportunity for this all-important refreshment of his own intellectual life.

"The oft-discussed overemphasis on the doctorate of philosophy and the accompanying research thesis as a *sine qua non* for entrance upon the academic career has led to much confusion of thinking. The production of a good thesis, as everyone knows, is no guarantee of ability successfully to instruct college freshmen. Indeed, unless other qualifications are combined with it, it may be something of a handicap, for the atmosphere of the typical graduate school and the surroundings among which theses are produced are often utterly antipathetic to the climate of the freshman classroom. To suppose



that a freshly baked doctor of philosophy is *ipso facto* equipped to teach freshmen is a tragic fallacy from which much suffering has resulted. But the contrary fallacy is, in the long run, often more fatal. To imagine that a man who has the trick of enthusiasm, who is amusing and possibly often, in a way, thought provoking to a class of callow freshmen, will continue to display even these qualities to say nothing of any of a more substantial character, if he has not the ambition and resolution to be a scholar, is to turn one's back on oft-repeated experience, to enter into a peculiarly superfluous fool's paradise. Such men quickly run down, their jokes become stale with familiarity, the limitation of their learning presently undermines their prestige, and even their enthusiasm gradually oozes away leaving disillusioned hacks, whose names are likely to appear for a long time on the salary rolls, but whose real value as teachers has long since passed. . .

"In other words, we must seek and, so far as possible, must secure teachers who have the magnetic qualities which appeal to young men, but who at the same time are scholars by training and by ambition. No doubt this is difficult, but it should by no means prove a hopelessly impossible objective, and the full recognition of both aspects of the case by departments and school faculties alike must be brought about. . .

"Not the least interesting of the recent projects in the Freshman Year is the orientation course in social science, which, unfortunately, under the present requirements of the Freshman Year and of the College, is open to election to only a fraction of the entire group. It is to be hoped that this condition can be rectified, for the course is not only intrinsically of great potential value, but it incorporates a principle which is of marked importance in current collegiate procedure, in that it cuts across departmental lines and draws its instruction from half a dozen different departments. The disposition of the departments in all American institutions of higher learning to become very rigid and to foster their own interests, in distinction from the educational interests of the institution as a whole, must in some manner be dealt with, and courses of this character constitute one of the most effective methods yet devised. . ."

J. R. Angell, *President.*

THE COLLEGE TEACHER.—"Excellence in the college teacher involves first of all thorough mastery of the subject and scholarship

of the soundest type. Anything less is almost sure to breed a suspicion of superficiality and a lack of confidence on the part of the student, which precludes the possibility of good results. For the purposes of the teacher, however, scholarship is not necessarily to be measured by productive research, for many a man of fine scholarly attainments may lack the opportunity to be productive. The teacher to be good must be able to make a dull subject fascinating, must inflame the imagination of the student, inspire his enthusiasm, arouse his initiative. Lacking this ability, all his scholarship is vain; the great scholar who makes a fascinating subject dull is out of place in the college classroom, especially the Freshman classroom."

Extracts from Report of DEAN P. T. WALDEN,  
Yale University, 1924-25.

ENGINEERING COURSES, TECHNICAL OR ADMINISTRATIVE?—"There is also to be noted a tendency, general throughout engineering schools of the country, toward a diminution in the number of students registering in the more technical engineering courses, with a corresponding drift toward the so-called Administrative and Industrial Engineering courses. While we are convinced of the value of the latter type of course as a suitable and valuable training for the man who will go into industry after graduation but who has not, perhaps, a particular aptitude for the more highly mathematical and technical aspects of such work, we question whether some of the students who have been attracted to this type of course would not have found a more valuable training in the rigorous mathematical and scientific subjects of the old line engineering courses. This same view is shared by many outside engineers and leaders in industry. They are asking whether the very thorough training in methods of thought and work which is characteristic of the more technical courses is not after all the most valuable preparation for a young man who will go into industry, even if he should eventually find his place in administrative work or even in the selling end of the business. It is a matter of sufficient importance to warrant us in exercising a great deal of care in advising students as to their course of study."

Extracts from Report of C. H. WARREN, Yale University, 1924-25.

THE AMERICAN COLLEGE OF THE TWENTIETH CENTURY.—"The colleges are criticized because their manifold extra-curricular activities bulk larger and occupy more of the student's time than those

academic studies for which the institution exists. On the other hand, they are criticized because sufficient scope is not allowed for these same activities, and most college graduates will say that they got most of their education outside the classroom. Our graduates are criticized because they have not learned thoroughly the things which they are supposed to have learned. They are criticized because they have not always developed sound moral character to resist the temptations of life, because they have not acquired the ability to make a practical success in the world and sometimes because they have not acquired the idealism which will make them subordinate practical success to the service of the public.

"There is some truth in all these criticisms, but I think we can fairly make the point at this moment that our colleges are most under fire at the time when there is the greatest prospect of the most far-reaching and fundamental improvement. It is true that if one looks at the American college of today as it is, or rather as it seems to the superficial observer, the level is depressingly low. It is college life which fills most of the picture—clubs, societies, fraternities, athletic teams, organized cheering, hazing, rushing, tap days, amateur dramatics, oratorical contests, committees, newspapers, literary magazines, annuals, dances, houseparties, and conventions—a long series of highly organized activities, enough to fill not merely the leisure but, indeed, all the time of the harassed undergraduate. Leisure is the one thing he never has—at any rate, if he aspires to be a big man in his college. For this undergraduate we should all of us here feel not contempt, nor quite admiration, but rather a deep sympathy—his life is so much like that of a college president. Like the college president he enters into it loyally, and does his part...

"He did not originate our quantitative theory of culture. He takes it as he finds it, and often gets more out of it than its architects had any right to expect. He is not so much to be blamed as to be pitied, if he makes bad choices under the elective system, and frequently falls a victim to the specious philosophy of 'getting by'...

"But such a picture as this overlooks one important fact—that is, the saving discontent which we all of us feel, students and teachers alike, with the empty hurly-burly of college life. This is, after all, the rubbish on the glacier; below it the current is flowing slowly but irresistibly in the direction of saner and more real values...

"For many years the problem of the college and the university was what to do with the inferior student. Upon him were lavished all

the cleverness and skill of which collegiate pedagogy was capable. His spelling and grammar were given first-aid treatment by a band of devoted instructors in Freshman English, whose work had not a little in common with that of Red Cross nurses. He was especially coached in mathematics and the modern languages, sometimes by regular officers of the university and sometime by unlicensed but well-paid camp followers. Cunning and not always unsuccessful attempts were made to enlist his languid interest in history and philosophy. If everything failed, at least part of the blame fell not upon him but upon his teachers who had not been able to accomplish that implicit aim of modern pedagogy to teach anything to anybody...

"Now that too is beginning to change. The object of our solicitude in these days is beginning to be not the backward, but the unusual student, the undergraduate of more than ordinary ability and ambition, who is only anxious for tasks that will test his powers to the full. He is no less difficult to deal with, he is even more of a problem, but a problem that better repays solution...

"Our task in this Association is to help each other to build up institutions which will render service to democracy in this high endeavor. Leaving it to the Association of American Universities and the Day of Judgment (which are two standardizing agencies, not one) to say how well we have done it, our task is to do it as well as we can. What is to be the college of the future—effective for the performance of this work? One is president of this Association only once, and to neglect that occasion to prophesy would be only timidity, so I shall take courage and say my say.

"In the first place I make bold to say that it will be well endowed, not so often by the multiplication of endowment drives, even with the aid of the admirable commercial organizations now available for assistance in such enterprises, as by the much safer method of computing endowment as so much per student and limiting enrolment to what is for a given institution its most effective size. There are some colleges and universities in this country now struggling along in poverty which would be wealthy at one-fourth their size. We have long considered growth a sign of success, but we may come to the time when 'reducing' will be fashionable.

"But the day is yet far distant when this country can safely cease to enlarge its educational facilities. And given adequate endowment I see no reason why our colleges should not continue to expand. It seems to me likely, however, that small colleges, when they do ex-

pand, will be more likely in the future to do it not by enlarging existing organizations, but by adding other units to them federated, as are the colleges of Oxford and Cambridge.

"When the American father sends his son or daughter to college, he, or more likely his offspring, must choose between the advantages of a small college and those of a large university. There are tangible advantages in each which cannot be found in the other. Whatever the choice, the youngster gains in some respects and loses in others. But the Englishman does not have to make any such choice. He becomes a member of a small college, of from two to four hundred, and gets all the advantages of life in a small group. He is at the same time, by virtue of his membership in his college, a part of a large university with all that that may mean. Some two or three American institutions have already announced plans of enlargement upon this system, and its advantages are so great that I predict their example will sooner or later be followed by many others.

"In the third place, I feel sure that the college of the future will be more expensive. We college administrators have not yet learned to put a just price upon the instruction which we offer. We do not realize how small a part the tuition fee makes of the yearly expenses of the undergraduate. Thousands of American parents maintain their sons and daughters at college more cheaply than they could board them at home. The preparatory schools have been more alert in this respect and the expenses of some boys are cut in half when they go from school to college. A higher scale of fees need not hinder the poor boy or girl from getting an education. This should make possible more liberal scholarship help for the poor. Our present system makes many colleges a charity for the rich.

"It goes without saying that saner financial arrangements will mean larger salaries for the members of our faculties. I am not one of those who would expect from larger salaries a marked improvement in the ability of our teaching staffs. Some improvement there will be, but in my opinion not much. Nor is much needed. If teaching attracts some of the poorest brains in the country, it also attracts its share of the best. We undervalue them because we underpay them. Nothing but the love of teaching and of scholarship is a justifiable motive for entering the teaching profession, and, given a living salary, that motive is sufficient.

"The college of the future will, I think, modify the elective system in important respects. The choices will still be there, but they



will be larger choices and once the larger choice is made, the details will be fixed by regulation. It will, I believe, put more emphasis upon accomplishment and less on hours of credit. We shall dethrone the registrar from his position as arbiter of culture. The college of the next generation will be less like a secondary school. It will assume more maturity in the student, allow him more freedom, and insist upon more serious work. It will thus capitalize for intellectual purposes the independence and initiative for which undergraduates now find scope only in extra-curricular activities. It will, it goes without saying, give more special attention to the best students than to the poorest.

"I believe that American colleges in the future will be more highly differentiated and less standardized than they are at present. With a less artificial and conventional view of education, we shall abandon the conception of an academic unit of credit, valid anywhere for any degree, and focus attention not upon the individual credit hour but upon the individual student, who is the more interesting individual of the two. We shall not try to be all things to all men, but shall have the courage to cultivate each our own field in our own way. The gain in interest and in all the human intangible sentimental accompaniments of education would be enormous, and would in my opinion far more than counterbalance whatever loss there might be in academic interchangeability."

FRANK AYDELOTTE, Association of American Colleges,  
*Bulletin*, Vol. XII, No. 1.

TEACHING AS A PROFESSION.<sup>1</sup>—"The subject of the profession of teaching has largely been discussed from the standpoint of the obligation imposed upon the individual member of the profession, but a far more profitable discussion would, at this time, cover the collective or corporate responsibility of the group as a whole. In other words, it is the profession as an organization rather than the profession as a group of individuals that I would consider.

"Perhaps the largest single problem confronting us now is the danger of our not advancing with sufficient speed in the direction of becoming an autonomous profession. It would be a very threatening thing indeed for physicians and surgeons if legislatures, political executives, and the public, generally speaking, should constantly interfere with the expert performance of duties in the medical pro-

<sup>1</sup> Address delivered before the Department of Superintendence of the National Education Association, Washington, D. C., Feb. 1926.

fession, but that is exactly the kind of situation which faces, and will continue to face, the teaching profession...

"In the first place, our public education has never adequately escaped from the domination of politics. Great progress has been made in this direction, giving the schools an approximate independence of status which is comparable to that which has been possessed by the courts. Courts and schools do not deal at first hand with contemporaneous issues, with transient values, and with the bitter, unsolved controversies of the present. Courts and schools deal with fundamental matters: on the one hand, the established law, and on the other, established truth and fundamental social principles. We still have a great deal to do in developing the independence or autonomy of this important branch of government, because in a democracy education is certainly one of the great guarantees of a good citizenship which provides law, order, cooperation, and progress.

"The second thing to which I would call your attention is that under the pressure for financial economy and current ideals of government, there is a constant tendency towards centralization in the management of the government. In municipalities there is a growth of the commission and managerial forms of government. In state political administration there is the development of the highly centralized 'Administrative Code,' a means of gaining fiscal economy, through centralization. Every time these laymen or lawyers or fiscal managers in government proceed to centralize power, while leaving out the courts, they tend to drag in the schools. Unless the profession as a whole is alert in scrutinizing every so-called plan for economical and efficient management which tends to centralize control, the profession will lose its autonomy and the schools their independence. Every movement for the centralization of government should be watched by every school man, otherwise our favorable autonomous condition, which has been growing for 150 years in America, may be partially abandoned and the benefit of school independence lost.

"The third tendency to which I would call your attention does not require any long discussion. This is the disposition of certain classes and groups, sometimes a majority, very frequently a minority, to make the schools instrumentalities of class consciousness or class opinion.

"It tends to manifest itself by the influence of organized groups who wish to use the school for good purposes, but for special propagandistic purposes... Now, there are at least two evil effects of such specially imposed movements.

"They disturb the whole balanced program of educational activity, where things are laid out in the curriculum and in the time schedule, upon the basis of a scheme of relative values. Every time we make a change in the teaching system of the public school by responding to local pressure and to organized propaganda, just to that extent we lose the autonomy of the profession. People get used to the practice of interference, and that is a very dangerous thing.

"The fourth disturbing tendency is a modification of the one just mentioned. It is the disposition to do by state legislation what has more frequently been done by local pressure on the school board. I am referring in particular this time to the attack made on scientific studies by certain religious groups...

"When we look upon these four tendencies, the profession must know that it is actually in danger of losing ground. In a democracy we must follow our fundamental philosophy. The best philosophy that I know for a democratic society, and for its state school systems, is the philosophy that says that the truth can never hurt a democracy. It certainly belongs to all classes. It is impartial among them all. It is their safest common foundation, and the common interest of all.

"Democracy stands for the interests of everybody. It rose in opposition to monarchy. In the course of historical evolution, it finally refused to permit an aristocratic class consciousness to dominate society. Yet when somebody legally or by other coercive means says we shall or shall not teach a specific scientific doctrine, we are substituting a new kind of class opinion for impartial science in public school teaching. It is mere political grab. Some one class is trying to grab the schools for the sake of grabbing society. Let us not discount the ultimate meaning of the issue. The truth is the only safe thing for a democracy to rest on.

"Now, if these four situations are real and not imagined situations, then one chief purpose of our profession is to do everything we can to gain and keep a certain wise independence for the public school system, and a certain responsible autonomy for the profession itself. How can this be done? It is not enough to point out dangers and to sense them. We should seek to organize the profession to accomplish positive good. Freed from the uttering of diverse philosophies made by each of our chance circumstances, let us have a common educational philosophy, one thought out of our historic American social philosophy, and thoroughly consistent with it. Thus united in thought, let us organize for unified action...

"More than ever before, in this day of high specialization, we should set up a demand on all teachers' colleges, normal schools and university schools of education to give a large place to the philosophy of education. While they are developing high specialists they should proceed to develop enough broadly visioned functionaries to keep all the now scattered details working together in some unified scheme. The more specialization there is in this world, the more necessity there is for the relator and the generalizer. The school superintendent, who has to unify all educational activities in terms of their ultimate purpose and relative value, is the one person who should demand that the scholarly side of our profession provide an adequate number of philosophers and integrators to offset the scattering tendencies of so many modern specialists. If we gain unity in social purpose and educational thought, our professional organization will be something more than the conglomerate it now is. Because of its potential forcefulness in large public questions, such a unified profession would go a long way towards gaining that independence and autonomy which are essential to the kind of service which American public schools should render American life.

"We shall get autonomy for the practice of our profession and independence for the operation of the public school system just to the extent that we as an organized group live up to two obligations.

"First, we must not offend the public's sense of fair play in our management of its educational interests. Let us remember that professional independence is a considerably different thing from personal freedom in the classroom. Every profession must have its restraints as well as its positive obligations. The teacher works under social limitations. Educational freedom is not identical with individual freedom. When the teacher teaches, he represents organized society and civilization, and not merely himself. Once he enters the classroom he stands for both more and less than himself. He must not confuse his private views with his public duties. There is a difference between what a teacher honestly believes as a person and what is proven scientifically or generally accepted socially. The schools should no more be subject to the private partisanship of a teacher than to the organized propaganda of groups outside the school. Long ago it was settled that we should not impose our private religion and our partisan politics on our pupils. Similarly we have no right now, directly or indirectly, to insinuate into the plastic minds of youth

our private doctrines or conclusions on current and unsettled economic and social issues.

"There is no difference between the long-established conventions and those that I now ask you to accept. Once we had some serious differences over religion; then we said the teacher should not teach his private religion. Later we fought over partisan politics, then we said the teacher should not teach his own private politics. The heated issues are now found on new grounds. The burning controversies of today are economic and social. But the principle of restraint is the same. The teacher has no right to impress upon the mind of the child his or her own particular economic or social doctrines.

"If there is a distinction between education and propaganda—and there is, in spite of the looseness with which these terms are used—it applies to those inside the school quite as well as to those outside the school. The autonomy and independence of a teacher in the classroom, like that of a judge on the bench, depends on his own self-restraint and on his fairness to those interests of society which have been committed to him. I emphasize this because many teachers do not seem to realize that the professional freedom of teachers as a group is psychologically dependent upon the exercise of a certain self-restraint... Society will give as much autonomy to the profession as it deserves.

"Many persons, in their enthusiasm for education—and I now refer more particularly to laymen—regard the public schools as handy instrumentalities for social reform as a ready means for bringing in the new Utopia. Nothing could be more fatal in the long run than for us to accept this view. Schools do *re-form* their students up to current social standards and ideals. They are reformatory of individuals, but they are not primarily or directly reformatory of society and social institutions. The schools should never become radical in that sense. The reform of social standards and ideals is better done out in the public forum of adult criticism, opinion, and discussion, where all the people may participate and where the decisions are left to the mature. The classroom is no fit place for the direct reconstruction of society. The schoolrooms are in charge of one particular class or group: namely, the teaching profession. But the pathways of democracy are not to be chosen by any one class or group. It is easy to impress ideas on the children, because their minds are young and plastic and uncritical, but reform is the function of mature adults...



"The last obligation that I wish to discuss with you is a positive and constructive one, the most important of all. I do not propose to discuss it in detail. I wish merely to mention it, to indicate its importance, and to suggest its scope.

"In the profession of teaching, we profess to a certain expert ability far above the powers of the layman. One reason why lay critics are so ubiquitous, and members of school boards so meddling, is that they are not sufficiently convinced of our superiority. The definition of a professionally expert service is not simple. It has social as well as personal aspects. I may be vastly superior to you in some particular line of workmanship, yet I may not enjoy the position of an expert. There is a social side to expertness. First, I must be superior as an individual; second, the other individuals of my professional group must be superior, too, so as not to dilute the superiority of the group; and third, the public must know that we are superior, and give us the social status of their recognition, trust, and respect. Expertness in a profession is scientific and technical superiority throughout the group, recognized to be such by society.

"What is our obligation? To make educational practice more scientific in its spirit, its purposes, its methods, and its accomplishments. Just to the extent that we make our educational profession a scientific organization will society leave us alone, give us autonomy, permit us to perform our duties without undue lay interference, as the doctor performs his operation in a hospital, or guides a patient from his sickbed back to health."

HENRY SUZZALLO, in the *Educational Record*, Vol. 7, No. 2.

THE EDUCATIONAL OBLIGATIONS OF A STATE UNIVERSITY.<sup>1</sup>—  
"Educational administrators have not found an accurate method of differentiating between the intellectual sheep and the parasitic goats. The public has become somewhat skeptical over our failure to conserve intellectual effort and safeguard financial resources while dealing with this unassimilated mass of students. But I think we can give the public some assurance that we are reaching toward a solution by more exacting entrance requirements, establishing honors courses, and adopting methods of eliminating those who fail to meet increasingly exacting standards of instruction.

"The increase in student enrolment has made it necessary to extend greatly the faculty personnel. The supply of teachers well

<sup>1</sup> Inaugural address of the President of the University of Oklahoma, February 5, 1926.

qualified to give instruction has not been equal to the demand. The rapid differentiation in the field of knowledge has made it increasingly necessary to secure teachers of highly specialized training and experience. Personality, a real spirit of learning, and consecration to the cause of education are also important qualifications of teachers. Our human resources have not been sufficient to supply an adequate number of men and women with these high, but essential, qualifications. The result has been inevitable, therefore, that under these conditions it has been increasingly difficult to maintain academic standards.

"Incidental to this general situation has been a failure to impart knowledge with a proper perspective. The extension of knowledge in the last generation has overwhelmed us with details. Our institutions have almost lost their educational perspective. The relativity of principles and facts has been ignored. There has been an increasing tendency to teach everything to all men and to teach everything as if it were equally important. It has not been surprising that many students have lost their intellectual way in a confusion of details...

"An effort has been made to set out some of the scientific, economic, political, and social problems that should concern the citizenship of this state. I wish now to direct your attention more specifically to the contribution that the university should make to the solution of these problems.

"There is a real necessity for the university to increase its research facilities. A strong graduate school in the university is demanded by every consideration of public policy. A graduate school was organized as a separate department of the university in 1909. The degrees of Master of Arts and Master of Science and the professional engineering degrees have been awarded for several years. While good standards have been maintained, the relative number of graduate courses has not been large, although the number has been rapidly increasing.

"The time has come when the university should extend its facilities and provide adequate research opportunities for graduate students leading to the doctor's degree. But this implies that adequate laboratory and library facilities will be available to place the research work of the institution on a high plane. The university would not be justified in entering upon a comprehensive program of graduate instruction unless the sources of material for research were so exten-

sive and our laboratory so adequate as to challenge the respect of the most promising men and women in the country. But there is no reason why this state cannot provide all the facilities necessary to make the graduate school of the university one of the most desirable agencies for public good to be found in the entire country.

"Medical education has received increasing attention in recent times. Great medical centers are being established in connection with many of our state universities and privately endowed institutions. An immediate problem before us is the improvement of our facilities for medical education in Oklahoma.

"I remind you also that the obligations of the state university cannot be completely fulfilled by offering instruction to a few thousand resident students. Education today is not restricted to the youth of the land. The thirst for knowledge has no age restrictions. The state-supported university must satisfy the intellectual hunger of every man and woman, regardless of age or place of residence within the state. The university should lend a helping hand to everyone who earnestly desires to increase his skill and capacity for industrial service. The public has a right to turn to the university for every kind of information that will help in the solution of their economic, social, and political problems...

"I believe there is need for a comprehensive study of educational results. Millions of dollars are now being expended for education. The public has a right to know whether they are getting value received in the form of social dividends from the enormous outlay of public and private funds. We have been spending great sums of money in this country surveying the efficiency of our institutions. It seems to me vastly more important to survey our product. Personally, I am not afraid of the results of such a survey. I believe it will reveal the fact that the men and women going out from our institutions on the whole are justifying the money and effort expended upon them."

W. B. BIZZELL, *School and Society*, No. 581.

THE SOCIAL MESSAGE OF THE MODERN CHURCH.—"I believe that in science has come the chief revelation of the will and purposes of God that has been made to our generation. I believe that it is more important for the Christian preacher to understand this new revelation, and to apply it to his ethical teaching, than to cultivate a sympathy with social revolution and the 'demands' of manual labor.

Perhaps the great struggle of the future will be between science and sentimentalism, and it is by no means certain that the right side will win... There are many temptations to the churches to side with the anti-scientific forces. There has been and still is a conflict between traditional theology and natural science... Science and philosophy (even religion) are willing to learn from each other, and a *rapprochement* is in sight. But the so-called fundamentalists, or traditionalists, still dream of routing the enemy, and are willing to use the most dubious allies for the purpose. It is, of course, they who are the real materialists, since they cannot conceive of a religion which is not buttressed by miracle and special interventions. The more that our clergy can study the philosophy of religion, the better it will be for them and their hearers. We have to come to terms with the scientific view of the world.

"I am afraid it is not so much any particular results as the whole scientific way of approaching questions, which is hateful to traditionalism. For this reason, I beg those of my readers who are religious teachers to try to keep an open mind, and at least to recognize that men of science are sincerely anxious to make their contribution to the problems of civilizations, that they have a strong case, and that their motives are as pure as your own..."

"I believe, therefore, that in so far as we connect the kingdom of God with the progress of the human race, we who are Christian ministers ought to give much more attention than we have hitherto done to the discoveries of modern science, and to the scientific way of looking at things"...

W. R. INGE, in the *Yale Review*, January 1926.

WHY FLATTER THE UNDERGRADUATE?—"To deny that the average English university student is not better informed about his subjects and intellectually more mature than the average American student of corresponding age is sheer obscurantism. For men with experience of the universities in both countries the fact needs no proof, and it ought to be beyond challenge by those uninformed skeptics who need statistical demonstration.

"Debate about this subject is very naturally obscured by the inertia of the general public and especially of the mass of American university teachers who have never visited Europe or who have traveled there merely as observers. That is perfectly natural and right. Why should we disturb ourselves because college boys in

Europe or in any country of Europe have been proved, however irrefragably, to be less callow than college boys in America? Indifference to that fact is much better than blind worship of European education and a gullible readiness to offer a professorship to everyone with a French *licence*, an ordinary British A.B. or A.M., or an easy German Ph.D.

"The indifference of the majority even of university professors in America to the comparative ignorance and immaturity of their students is, however, not what matters. The thing that matters is the almost evangelical enthusiasm to establish foreign standards in education in America which is being displayed by a group of men in the American professorate who have been trained abroad. Yesterday they came, for the most part, from Germany. Today most of them are ex-Rhodes Scholars. It is unfortunate that French ideas and ideals in education are so little represented among them. The preceptorial system at Princeton and the tutorial system at Harvard, the 'Comprehensive Final Examination' at the University of California, and Washington, and many more changes which are rapidly creeping into the most important American universities with the approval of the American Association of University Professors constantly expressed for them in its bulletins, are all concessions to the prestige of the standards that these men have brought home from Europe. The spread of these standards cannot be stopped by the opposition of mere inertia, nor by the superficial prejudices of men who have seen European education from the outside only, while doing the grand tour of a post-Ph.D. traveling fellowship or on sabbatical leave. When, like Henry Adams, you begin real education in your early twenties by entering a French, German or English school or university with boys still in their teens, you have an experience which makes you a bit of a fanatic. You become zealous to put away childish things and to persuade others to put them away. You have seen a vision and you become, willy-nilly, a prophet who cannot, in the long run, be ignored by the blandest and most deeply rooted satisfaction with things as they are."

M. Y. HUGHES, in the *Southwest Review*, Vol. XI, No. 1.

WHO IS TO BLAME IN THE COLLEGES?—"As one who has had years of contact with university students and teachers, I should make one statement: not only do university professors discourage speculative thought in their students, they do not indulge in it themselves.



They have never become acquainted with it. There are exceptions, no doubt (each will clamor that he is an exception!), though far too few; for, on the whole, professors are fact-gathers, not thinkers. They are the product of their training, and their training has been in fact-gathering. All of which would be harmless enough, if they could and would show the relation of their facts (for they are related) to life. Confront them with the charge that they slump after the fact-harvest, and you will meet with all sorts of evasions. One will tell you that it is his business to present his facts, and the student's business to do what he can and will with them. Another will claim that he does not believe in poking his personal opinions at his students, while a third will fear for his own safety or for that of society, if students are urged to think. All evasions; and the simple truth seems to be that the professors are completely exhausted after the harvest. They have no strength left for threshing out the grain. And the teacher who cannot or will not relate his facts to life, will never inspire his students with the potential power of facts. On the other hand, a teacher who will offer a (not necessarily *the*) deduction, will show his students the value of facts, and may stimulate them to adapt their lives to his facts or his facts to their lives. As to the teacher's possible fear for himself or for society, there may be differences of opinion; but it seems to me that an honest teacher must be fearless; and I suspect that society suffers more from lack of thought than from excess of it...

"There is a popular fallacy which ascribes more intelligence to professors than they actually possess. They are, like the great majority of men, individuals of middling ability who do tolerably the thing for which they have been trained. Among them will be found a few men of superior intelligence, as will be true in any other walk of life; and these few will not take themselves or their profession too seriously.

"The student body is not unlike the teaching staff, and I imagine that the two groups are fairly similar in intellectual capacity. There are a few students who welcome the opportunity for speculative thinking and who realize that it is the one worth-while thing which academic training has to offer them. Once out of college, they will forget most of the facts to which they will have been exposed; but speculative thought will have extended the confines of their minds; and they will perceive an inevitable relation between the present and past of society, and, perceiving it, will realize more fully how

they can adapt themselves to society, what they can contribute to it, and what reasonable measure of compensation they may expect from it."

A. E. TROMBLY, in the *Southwest Review*, Vol. XI, No. 2.

ISOLATION OR COOPERATION IN RESEARCH.<sup>1</sup>—"While scientific men will agree that organization is a good thing in business and industry, in factory production and in marketing, in carrying on war and managing a fleet, some of them do not at all like the word organization used in connection with science. They say that organization is out of place in science. They say that science, like music and art, ought not to be, and cannot successfully be, organized. . .

"But the formation and existence of scientific societies do not bring up the real moot point suggested by the phrase 'cooperation in science.' The setting up of societies made up of cooperating individuals and of unions made up of cooperating societies excites no special debate. Their utility and desirability are rather taken for granted. Experience has demonstrated to all of us their advantage. What *does* invite discussion is the bringing together of a group of scientific men to undertake investigation in conformity with a coordinated plan. This involves the statement of a major problem needing solution, its analysis into specific parts and an organized distribution, by mutual agreement, of these parts to individual workers, or small groups of workers, whose work, when accomplished, shall all be brought together and made known for the general benefit that this contribution to scientific knowledge may effect. This kind of cooperation and coordination, or in one word, organization, in science, is what excites a certain criticism—fortunately ever growing less in sharpness and amount.

"This criticism proceeds, I think, not from any conviction, growing out of the observation of the scientific work accomplished in this co-operative manner, either of faulty work or harm to the workers, but from a rather widely accepted assumption that most of the great advances in scientific knowledge and theory have come from men working alone. It is true that most of the epoch-making events in the history of scientific advance are associated with the names of single individuals. But I have certain observations to make in connection with this matter.

"First, I wish to suggest that a careful examination of the history

<sup>1</sup> Annual public address before the Entomological Society of America, December 30, 1925, Kansas City, Missouri.

of these epochal events will reveal that in most cases the coming about of these events has not been due alone to the individuals whose names are so familiar in connection with them, but to a rather sudden crystallization around them of a solution to which many men and minds have made their separate contributions.

"And this brings me to my second observation regarding the dependence of the epoch-making event on the individual. The individual in this case is usually a genius. His is a super-brain driven to continuous work and cogitation by an innate force that needs little extraneous encouragement or aid. And his brain works constructively; it sees significance; it puts facts together; it generalizes. But the genius is a rare bird...

"Let us not be afraid of organization. It means no real surrender of individual freedom or achievement. It only means that we direct our efforts more intelligently, to more important undertakings, with more material aid and more mutual encouragement. Organization lies in the very spirit of America. See what great things it has accomplished in American industry. Can American science not profit also from it? No one wants to organize the geniuses; no one proposes to; no one can. But I am no genius and most of you are no geniuses. Yet you and I counselling together, planning together, working together, can do something steadily to advance scientific knowledge. And that some geniuses at least do not scorn association with other workers nor hesitate to recognize the advantage that coordinated work may bring to science, is proved by the fact that in some of the most pronounced attempts in this country to set up coordinating enterprises a number of the men to whom American science owes most and of whom we are all most proud, and whom we recognize as geniuses if we recognize any at all, are taking an enthusiastic part."

VERNON KELLOGG, *Science*, No 1626.

THE INTELLECTUAL WORKER.—"The supreme test of the intellectual life of a community is the importance which it attaches to research and creative intellectual effort. Unless research, in whatever field it may be carried on, is held in high esteem, with adequate facilities for its maintenance and adequate rewards for the men and women who devote themselves to it, the development of applied science in all its forms will eventually be checked. Sooner or later, unless research continues, we shall reach the end of the things that are known, and then progress will cease. What is true of research

is true of creative intellectual performance: it must be magnified or intellectual life will decline. What can be done to avert such a calamity, and to give to research and intellectual creation the place of honor which they ought to hold in our intellectual and social life? I venture to offer one or two practical suggestions.

"The first is the cultivation of a more effective spirit of solidarity among intellectual workers as a whole. Within the ranks of certain professions, notably law and medicine and increasingly among the various classes of engineers, professional solidarity is already more or less highly developed, and the weight of professional standards and professional influence is likely to be thrown in support of individual members of the profession in their practice as well as in support of undertakings important for the profession as a whole. Something akin to a trade union movement has already shown itself among public school teachers, architects, and civil servants in this country, and among journalists, lawyers' clerks, scientists, and authors in Great Britain and a number of continental countries. Whether or not a trade union organization of intellectual workers is desirable or feasible is, of course, an open question. What is both desirable and feasible, however, is a wider recognition of unity of spirit and aim. Problems and methods differ with subject-matter, but the temper which supports and honors research in one field contributes, directly or indirectly, to its advancement in others. The physician is neither a chemist nor a physicist, but he is as dependent upon the discoveries of the chemist or the physicist for the successful treatment of disease or injury as he is upon the manufacturer who prepares his remedies or the artisan who fashions his appliances. Nearly or remotely, what concerns one concerns all, and if the legitimate needs of any one class of intellectual workers were assured of active moral support in every other class, less complaint would be heard that the needs were not met.

"In the second place, we can insist that the line be drawn—much more clearly than it is commonly drawn at present—between teaching and research in universities and special schools. Taken as a whole, the existing situation at this point is chaotic. Scholars who might add materially to the sum of knowledge if they were given a fair chance, and whose obvious place is in the laboratory or the library, are spending the larger part of their time and energy in teaching undergraduates; professors whose forte is teaching are going half-heartedly through the forms of research; courses of study ostensibly

designed for graduate students are open also to undergraduates, often with the result of meeting the needs of neither class; and students whose mental development will never pass beyond the assumed level of junior or senior year are encouraged to seek a doctorate in science or philosophy. It is time that such disorders were ended. Systematic teaching is not research, neither is it creative intellectual effort, and the type of mind that excels in the one is rarely found excelling in the other. It is not so much a question of higher or lower, as it is a question of difference, and a clear recognition of the difference by university faculties and governing boards would go a long way toward giving to American university life an intellectual character which it now too often lacks.

"A final suggestion is drawn from the point stressed by Secretary Hoover. We need a far more ample endowment of independent and unfettered intellectual work of every kind. We still lack an adequate provision of research laboratories and libraries, research professorships, fellowships, and other foundations, and avenues of publication of the fruits of original and independent investigation or thought. We need these things, both within and without the university. The low level of intellectual interest which obtains in most American universities is not likely to be raised by increasing the endowments for undergraduate purposes. The level will be raised only by establishing pure learning upon a firm and ample basis, and conceding its primacy among all the things for which a university exists. There is equal need of independent foundations, dissociated from any university, national in scope, and unhampered by ancestral or geographical obligations. We might have had the needed endowments long ago if intellectual workers, recognizing their solidarity, had unitedly asked for them; we can have them now whenever the workers are prepared to use them and ask for them with common voice."

WILLIAM MACDONALD, in *Science*, No. 1630.

ENGINEERING AND THE COLLEGES.—"All of us will agree, I am sure, that we have not as yet attained the best results possible in our educational system, notwithstanding the zealous efforts on the part of our educators. For many of the deficiencies (and I now have in mind particularly the number of 'misfits' among college graduates as determined by their subsequent careers) the parents of our boys are chiefly responsible. These misfits are ascribable to the attempt



to put a square peg in a round hole, and the fault is with those upon whom the responsibility rests in the selection of the vocation of our college graduates. It is said that they are idle who are not best employed, and there is no question that many of our graduates have adopted careers for which they are totally unsuited.

"Then, too, there is the 'objectless class,' embracing a still larger number who have gone through college without any definite aim as to their future careers. In my experience I have had to do with many young men from the colleges and the universities of many nations who have come to seek employment, willing to 'do anything' to earn a livelihood, but without the qualification to fill any position. The majority of young men in this category have taken an academic course which was really designed to serve as the basis of a post-graduate course, complementary to equipment for their life's work. Not having taken a post-graduate course they were not equipped, for the time at least, to earn their salt, and the situation was often very pathetic...

"There is a surprising remissness on the part of parents or guardians in the discharge of their responsibility in this matter. Indeed, even in the important question of the selection of a college there is often no exercise of authority and but little attempt at direction on the part of parents, the decision being left to the boys themselves. We all know by what superficial consideration, and, often unworthy influence, this selection is made by the boy. Moreover, the all-important selection of the course he will take in college is left almost entirely to the immature judgment of the boy himself. Wherefore the misfits to whom I have referred.

"This problem, while of transcendent importance, is admittedly most difficult of solution. I can see no way to eliminate the wasted opportunities of the latent ability of boys, except by the assumption by the faculty, *in loco parentis*, of the function of assisting the students in the selection of their careers; a duty imposed upon them by the remissness of parents and guardians...

"My criticism of the curriculum of many institutions is that it attempts specialization too soon. In the academic course far too little attention is paid to training in scientific subjects. In the scientific course too little importance is attached to the study of the humanities. I hope I shall not be considered biased in my expression of opinion that a basic scientific training is pre-requisite to all college courses. I would emphasize the use of the word 'training.' It is

not so much the advantage of scientific knowledge gained, which, however, is in itself of inestimable value in this era of scientific accomplishment, as it is the training which develops accuracy of thought rather than glibness of expression and encyclopedic knowledge.

"It is for this reason that I believe the study of engineering is the very best preparation for a business career. It inculcates close reasoning, appreciation of cause and effect, and clarity of thought. It gives, too, a sense of proper proportion, the power correctly to analyze the values of the various factors involved in sizing up commercial propositions.

"Very often the training of an engineer is too narrow, too strictly technical. An engineer's training should be based upon the broad foundation of the humanities, for the higher the monument he erects for his professional achievement, the broader must be its base...

"There is an abuse, I think, of what is known as academic freedom on the part of many professors. While, of course, professors should have considerable latitude in teaching their subjects according to their individual theories, some restraint should be placed upon cranks and faddists whose theories are preposterous. There is no doubt that unsound doctrines are being advocated by members of the faculty of some of our universities and curtailment is required. Without the opportunity of hearing the views of such professors criticized and the subjects discussed by other authorities the student is very likely to get the wrong trend in his attitude of mind on these subjects. This is matter for serious consideration of the trustees of our universities, for they act in a fiduciary capacity to the parents by whom they are held responsible for the kind of instruction given their sons. This, of course, is a delicate subject, and I am speaking only of certain extreme cases which I have in mind.

"It is unfortunate that, in the stress of business life and the absorbing profession of the educators, there is not a more intimate intercourse and a more frequent interchange of ideas between the college faculty and the trustees who represent the alumni. Both the faculty and the trustees would greatly profit by relationship of this kind."

JOHN HAYS HAMMOND, in the *Educational Record*, Vol. 7, No. 1.

FUNCTIONS OF THE FACULTY IN ADMINISTRATION.—"I take it we are all agreed that the paramount duties of university and college teachers are teaching and investigation, and that the most distinct

line of cleavage between secondary-school teaching and university teaching is that the latter must needs involve investigation and the former need not. Why should a faculty bother its head about the administration of higher education, why should professors not confine themselves to teaching, research, and the publication of articles and books, leaving administration wholly to the administrators? I am sure most of my colleagues would be delighted if the administration of their own institution were in the hands of a perfectly good and all-wise autocrat and his thoroughly efficient satellites; so that all we had to do would be to study, teach, and write on more interesting subjects than university administration. But, higher education is a social concern of ever increasing complexity and magnitude; and all-wise despots are not available for its administration. I have known presidents who were about as good as human beings can be expected to be—none who were all-wise. A professor is a social functionary. He must administer his classes, he must either lead or assist in the administration of the department in which he teaches, he must form and utter views on the relation of his subject to the other subjects in the college; and if he does not think seriously on the relation of his work to social well-being, he is, in my opinion, thus far derelict. With respect to the administration of higher education, the difference between the functions of the youngest professor and the president is one of degree and scope, with due regard to maturity and power, rather than one of kind.

"That the title of this chapter connotes a set of live issues is proven by the fact that during the seven years in which he was chairman of the Committee of the American Association of University Professors scarcely a month passed in which the present writer did not receive one or more inquiries from officers or committees who are working on the problems in various institutions. The whole problem or set of problems is tied up with the enormous growth of our colleges and universities in student enrolments, in teaching staffs, and in the multiplication of subjects of instruction—all due to the increasing recognition of the part which expert intelligence must play in solving the problems of our complex social life. *The Great Society*, to use Mr. Graham Wallas' telling phrase, implies the greater university and the larger college. I observe that, while the friends of the small colleges descant on the virtues of littleness, very few of them offer strenuous resistance to becoming bigger. Parallel to the passage from domestic industry to the large-scale industry has been the

passage from the little classical Arts College to the large university of the present day, in which almost anybody can get instruction in almost anything. In the small Arts College, of say fifty years ago, there was a relatively fixed curriculum, consisting of a few subjects taught to a hundred or so students by from ten to a score of professors who seldom migrated.

"The large-scale university of today is highly departmentalized and largely impersonal in its organization and conduct. Of necessity its administrative system is a complex piece of social machinery. Trustees are seldom experts in higher education, though they frequently have sound, albeit ill-defined, views on educational needs. Faculty members are often mere names to the trustees. Teaching, research, and departmental administration consume most of the time and energy of the professors, as they should. Somebody must run the machinery of the whole concern. So in practice it has fallen increasingly to the president, aided by the deans, to manage the business, subject to the will of the board of directors—the trustees. The trustees, being holders of powers which they have neither the time nor expert knowledge to execute, delegate executive work to the president, who is the managing director of the concern. The deans are the superintendents of departments, responsible to the president. The heads of the departments are the foremen of the various kinds of work carried on in the thought-factory and are responsible to the deans and the president. The teachers run the machines, the students are the raw material, the graduates the finished product. Thus the new university tends to parallel the factory. The so-called presidential autocracy is the logical consequence of the growth in the size and complexity of educational activities.

"The recent development of more bureaucratic administration is the inevitable consequence of applying a type of organization, which worked pretty satisfactorily when it was humanized by long and intimate personal relations, to the large-scale educational enterprise. It is all a logical scheme which appeals strongly to the American penchant for organization and mechanism. It harmonizes with the mechanistic tendencies of the age, just as in industry the system of large-scale factory administration has promoted quantity production. But there is another side to the story. In industry managers are being forced to recognize that the workers are men of like passions with themselves. Now, in spite of the wooden image of the professor which figures in the public press, the professor is not a type but an

individual. Moreover, by tradition, professors are scholars steeped in the lore of the ages, delving ever farther into the meaning of nature, of human civilization and into the relations of man to nature; and desiring above all things to impart to plastic and generous youth their own knowledges, insights, and visions, in the faith that it is good for youth to use its mind in order to understand nature, man, and the ways of destiny. Every professor who is worthy of this much abused name has faith that the good life for the community and the individual comes through conduct guided by intelligent insight. What he aims to do is not to turn out stuffed parrots or smooth-running machines, but souls on fire with zeal for knowledge, intelligences dedicated to the service of the good. Unfortunately money must be provided. There must be buildings and there must be salaries. Professors must eat and be clothed. They will marry sometimes. There must needs be student activities—dramatic clubs, fraternities, football teams, *et id genus omne*. The danger is that the genuine voice of the university—the still small voice of unremitting thought, of intellectual endeavor and aspiration—will be drowned by the great and strong wind that passes, or by the earthquake that shakes the campus when the crowd thunders its plaudits over the victorious football team. The fundamental problem of the faculty and its administrative officers is this—how to keep alive and nurture the spirit of thoughtfulness, moral endeavor, and love of beauty amidst the hum of machinery and the clamor of the crowd. I am not interested in the discussion of faculty participation in administration, if its chief ends be more salary, bigger departments, or a larger and better advertised institution. If a university be a mere collection of departments, scholastic and non-scholastic, a cafeteria which provides small dishes of food for all sorts of palates except the social and sporting palates, and large dishes for the latter palates, let it be run after the manner of a factory or a department store. Probably in this way more products can be turned out and more goods sold.

"Let us assume that a university or college exists to conserve, to increase, and to implant in the new generation the sum of those tested insights, principles, and ideals which make up human civilization. Then the question before us is this—what measure of faculty participation in administration is necessary in order that the faculty may discharge best the social service unto which it is called?

"There are three chief parties to the conduct of higher education:



(1) The body politic or human community, (2) the students or educands, and (3) the educators. Inasmuch as it is the function of the party of the third part to serve the party of the first part through aiding the party of the second part to develop their capacities, the ultimate interests of the three parties are identical.

"Differentiation of function, with correlative integration or co-operation of the differentiated parts, is a fundamental law of social progress. The more complex society becomes, the more urgent becomes the need for correlative differentiation and cooperation. In the great society of today, expert services are increasingly in demand; and of course there is always present the danger that the specialized expert may become too much isolated from the communal life of the whole body social. There is the danger that the expert may assume that the community exists in order to further the kind of work that he is doing. Professors, like other specialized servants of society, must never forget the basic principle of social philosophy expressed in Saint Paul's great words in the twelfth chapter of the first epistle to the Corinthians, especially verses twenty-five and twenty-six:—"That there should be no schism in the body; but that the members should have the same care one for another. And whether one member suffer, all the members suffer with it; or one member be honored, all the members rejoice with it." But we must equally bear in mind that the body social cannot prosper and progress unless each organ in it is enabled to perform its own functions. Clear distinction of functions is no less necessary than the opportunity of cooperation.

"I have not named the trustees as one of the principal parties to higher education. It will be impossible to determine clearly the administrative functions of the faculty without distinguishing these from, and relating them to, the functions of the trustees. It is frequently said that the trustees are the representatives of the supporting public. To my mind this is too broad a conception of their functions. They are the legal custodians for the community. The trustees should be regarded as the fiduciary agency or prudential board, which is concerned with the coordination of the work and interests of the three principal parties to higher education. Their most immediate and constant concerns are care for the property and income of the institution. Inasmuch as this property and income are dedicated to the furtherance of education, the trustees have a concern in educational policies and in the appointment and work of

the teaching and administrative staffs. As a general rule trustees are not in a position to pass judgment on the teaching ability or scholarship of members of the faculty. When they attempt to do so, without accepting the judgment of the faculty and its officers, they are apt to be guided by untrustworthy rumor and hearsay. Nor are they in most cases expert judges of matters of educational policy, such as the modification or fresh coordination of existing lines of instruction or the establishment of new lines of instruction.

"On the other hand, trustees may be more sensitive to the genuine needs and demands on the part of the public for new lines of work than members of the faculty. In such matters, the faculty should welcome advice from the trustees; and opportunity should be provided in the organization of the institution for the free interchange of views on educational policy between faculty and trustees. Chiefly for this reason, especially in large institutions where conference between the whole board of trustees and the whole body of the faculty is not easily practicable, there should be provision for joint committees on matters of educational policy. I believe that, even in the case of large institutions, it would conduce to a better working understanding if, after the agenda were prepared by the joint committee, there could be occasionally a full conference of its representatives in a common meeting. For example, if it were proposed that the university should embark upon the four-quarter plan or should establish a graduate school or a medical school, the thing ought to be done only after a full discussion. The method that prevails so largely at present of having the president carry back and forth the views of the trustees to the faculty, and *vice versa*, is a circuitous and uncertain method which often leads to too hasty action or misunderstanding, and sometimes to unnecessary delay.

"Educational policy includes changes in existing curricula, the establishment of new curricula, the expansion or division of existing departments of instruction, the provision of new departments, the promotion of research and publication, the planning of the college year, the supervision of extra-curriculum student activities, the extra-mural relations of the university to the general public through the activities of the teaching staff in public service, extension, correspondence work, and so forth. On most of these matters the faculty does as a matter of usage have a voice. With respect to curricula and the supervision of student activities, the subdivision and coordination of instruction, the promotion of research, and even the initiation

of new lines of instruction, in good institutions the faculty decides the matter, provided funds are available. This is as it should be. But, under the charters and statutes of most institutions, the faculty has no legal power in many of these matters. The board of trustees may take the bit in its teeth and run away with the policy of the institution. The fact that, vested as they are with absolute power, the trustees so seldom do this is a strong testimony to their good sense. I contend that no question of fundamental educational policy should be decided without the advice and consent of the faculty. A faculty which is incompetent to deliberate and decide wisely on such matters, which refuses to hearken to legitimate suggestions, whether they come from trustees, students, or friends of the university at large, is incompetent not only to administer but to teach.

"It is often charged that faculty members are ultra-conservative; that they are obstructionists, timid, inert, unenterprising, lacking in initiative and breadth of view, insensitive to the vital needs of the body social and therefore likely to block educational progress. The 'academic mind' is seldom used in a eulogistic connotation. It has become a symbol for cloistered scholastic pedantry, narrow-mindedness, procrustean unalertness, and even intellectual and spiritual sluggishness. There is some truth in the criticism. But, in so far as it is true, it is not due to any fiat of the divine creative will, nor to a biological determinism, by which the academic animal is born a species apart from human kind. Hath not a professor hands, organs, dimensions, senses, affections, passions? Is he not fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer, as a business man is? In so far as the criticism of the academic mind just mentioned is valid, the defects of the professoriate are due to the following causes:

"(1) The still widespread lack of recognition on the part of the public of the social value of dynamic qualities, and of distinguished ability in any other line than business, law, medicine, industry, and politics. 'If a man *can*, he becomes a business man, an industrial expert, a lawyer, or a politician; if he *cannot*, he becomes a teacher.' Such is, in effect, the unformulated canon of judgment on the part of a large fraction of the public.

"(2) As a consequence of (1), the professor is underpaid in money and social recognition. The professor is an economic dependent, struggling to support his family and meet his professional require-

ments on a very narrow margin of subsistence. Society at large tends to value him in terms of what he can earn. His monetary value is a good index of what society at large regards university education to be worth. An excellent criterion of the relative values, to the public at large, of various university activities is a comparison of the salaries and public recognition paid to the successful football coaches with those paid to the eminent scholars and noted teachers on the faculty.

"(3) Collegiate and university education is diluted and degraded into a mere disorderly extension of secondary education, by a mischievous and widespread notion that democracy implies that everyone who has stayed long enough in a preparatory school is fitted for a university education, provided his or her parents can furnish the wherewithal. As university education becomes more widespread there is a danger that it may become thinner and more nondescript and futile. No vigorous man wants to spend time and energy trying to extract sunshine from cucumbers, even though for this work he receives the salary of a railroad engineer or brakeman.

"(4) As a consequence of the consilience of the before-mentioned causes, there is a serious deficiency of virile, dynamic, enterprising personalities in the professoriate.

"The remedies affecting the whole situation are: first, a sharp distinction between university education and secondary education, with a recognition of the importance and difficulty of genuine university education; second, as a consequence of the first, a more ungrudging recognition on the part of the public that the efficient practice of our calling demands very exceptional ability and equipment, energy, and initiative; third, a recognition that self-respect and efficiency cannot flourish without economic independence and that, in order that it may serve society better, the professoriate must have a better economic status. To suppose that, merely by a grant of a large measure of faculty participation in academic administration, a body of hide-bound and mentally inert pedagogues could be transformed magically into enterprising and daring navigators of the educational ship is like supposing that the islanders who were said to live by taking in one another's washing could become rich by this simple economic device.

"It seems to me desirable that every large higher-educational institution should have an advisory council like the Harvard board of overseers, or boards of visitors in other institutions, and consisting

of representatives of the supporting public from various walks of life—from the teaching profession, law, medicine, business, the ministry, labor, and so forth. It should be the function of this council to offer advice to the faculty and trustees.

"It seems to me to be so self-evident as not to require argument that the faculty should participate, through appropriate committees, in the choice of its own members, and as a corollary that it should recognize its responsibility to take the initiative in purging the staff of incompetent and unworthy teachers. Clearly, if the faculty lacks the public spirit, initiative, and energy to keep itself up to the highest point of efficiency compatible with the available resources of the institution, it does not deserve to have an effective part in appointments and related matters of administration. One of the charges made against labor unions is that they drag the exceptionally efficient and earnest workman down to the level, in production, of the poorest and laziest workman. If this be what fuller faculty participation in administration results in, then I am against it. But I cannot believe that any good faculty would be so insensible to the recognition of qualitative distinctions, which are the very essence of the university spirit.

"It is almost equally self-evident that the faculty should participate in the choice of its own administrative officers. How can an executive, a president, dean, or director expect to work successfully with the faculty, if he is put over it without any opportunity on the part of the faculty to express its views? Every faculty should be accorded the right to participate in the nomination of its own executives. If the faculty is unable to make a choice between several candidates, then it will have no grievance if the choice is made by the trustees.

"The faculty should exercise supervision over student affairs, usually through committees or single officers; but this supervision should never be exercised in an arbitrary manner. Faculty committees on student affairs should cooperate with student self-government committees. It would be well, I think, if every such faculty committee included minority representation from the student body.

"One of the most difficult and delicate questions with respect to faculty participation in administration is the matter of budget-making. Should the faculty have a committee on salaries? I believe that, from time to time, the faculty should, in cooperation with the president and trustees, work out a normal scale of salaries, fixing the minimum salary for each rank and the rate of increase for length



of efficient service. This salary scale should include specification of the scholarly attainments and productive scholarship which are the conditions for entering the various teaching ranks. On the other hand, while there should be a normal scale for all ranks, it should be recognized that among the full professors, exceptional distinction carries a claim to exceptional salary.

"In brief, the faculty should have an effective voice: (1) in the determination of educational policies; (2) in the choice of teachers and administrators; and (3) in the determination of the normal salary scale for the various ranks and periods of service. But the president and trustees should have a free hand in the determination of exceptional salaries, necessary to retain or secure professors of exceptional teaching ability and scholarly standing. Moreover, if on the question of a proposed new educational policy referred to them, the faculty fails to take action within reasonable time, it forfeits the right of consent in the given case and the trustees should be free to act. The same principle should hold good in cases of notorious incompetence or unworthiness on the part of members of the teaching staff in which the faculty fails to act. But no professor should be summarily dismissed, without the opportunity for his colleagues to pass judgment on his case.

"What would be the effect of the above plan on the office of the president? The president would remain, as now, the chief educational leader and executive. It would continue to be his duty to propose matters both to board and faculty, and to be concerned in all nominations to teaching and administrative positions. He would be removed from the position of isolation which, in many cases, he now occupies. He would no longer bear alone the burden of many of the difficulties which he now continually faces. He would not be subject to many of the misunderstandings which frequently arise from the fact that he alone appears before the board. If he were no longer the sole representative of the faculty, it could not be said that he misrepresented them; no longer charged solely with representing the faculty before the board, and with his actions no longer subject in the faculty to the misinterpretation that the board acted solely on his recommendations, he would be in a stronger position for real leadership. He would be freer to function as the university's chief educational leader and administrator, to study the complex problems of higher education, to weigh the relative values of competing or interlocking educational interests; able to retain a

living contact with some field of scholarship in which he was interested before assuming administrative office and to become a better judge of the personalities and scholarly efficiency of the members of his faculty.

"I have confined this chapter to a sketch of general principles in regard to faculty participation in university government. I have done this for two reasons: (1) The specific mode of application and operation of these principles should depend upon local conditions. In no other country do institutions of higher learning vary so much in scope and clientele, standards and traditions, as in these United States. A specific plan of procedure which would be admirable for an independent arts or engineering college would not suit a large university including ten or a dozen different colleges. The conditions under which privately supported institutions operate differ materially from the conditions under which State supported institutions operate. (2) It seems to me highly desirable that a variety of experiments should be tried in university government. For example, while I personally do not favor full faculty membership on boards of trustees, I think it desirable that this plan should be tested out.

"Perhaps the most serious objection to faculty participation in university government is the ultra-conservatism and inertia of many professors with respect to new educational needs for which there is a public demand. There are many so-called colleges and some so-called universities in which a full measure of faculty participation in government would block improvement. The general argument of this article applies only to well-established institutions with reasonably good faculties. If the professors are not fit to exercise the functions contended for herein, they are, in my judgment, not fit to be professors, and their institution, whatever be its high-sounding title, is not an institution of higher education.

"The problems of higher education and its administration are large and complex. These problems seem to be growing in size and complexity. This is a dynamic age. Undoubtedly one of the greatest obstacles in the way of effective faculty participation in government and administration is the inertia and indifference to everything except the concerns of their own department or college, which many professors are apt to manifest. On the other hand some of the remediable defects which have existed and still exist in the conduct of higher education are due to the lack of opportunity for faculty participation in university government. We are confronted here by a sort of

dilemma—if the professors cannot participate in government, some things are liable to go wrong; when, on the other hand, the professors can participate and do not, needful things do not get done.

"There is a way of escape from this dilemma. Let the professors concern themselves more diligently with the general problems of higher education; let them flee mere departmentalism and think and speak out on matters of educational philosophy and polity. Let them be ever ready to bear their share of the burdens of the day; and finally let trustees, administrators, and professors seek diligently for a mutual understanding and intelligent cooperation in their common privilege and duty—that of making more pervasive and effective in the body social the rational and spiritual life which colleges and universities exist to serve. Let them, as brothers in service, strive together to make good in the nation their common purpose—'we are come that ye may have the rational and good life and have it more abundantly.' If we can present a more lively corporate consciousness and show a vigorous spirit of *noblesse oblige* the public will hearken to us, support us, and follow us gladly. The opportunities for leadership of institutions of higher education are immense. Their responsibilities are awe-inspiring. What we all need is a greater mutual understanding and therefore a more effective communal will be dedicated to the common good."

JOSEPH A. LEIGHTON, in *Transactions*, Ohio College Association.

INTERCOLLEGIATE FOOTBALL.—From an enormous amount of more or less intelligent discussion of the recent report of Committee G, much of it unfortunately devoted not to the serious main question but to exposition of the alleged limitations of university professors and the certainty that what now is must always be, the following seems best to merit quotation:

"'TWAS HIM?"

"Humor, rare humor, unconscious humor, rollicking humor—the humor that we see perhaps once in a life time—characterizes the statements of the presidents and deans of American colleges who commented on the report on football of a committee of the American Association of University Professors. The committee, which published its findings in the April *Bulletin* of the Association, condemned the present system of intercollegiate football contests as conducive

to increased drinking and gambling, as resulting in a distortion of values that remains with college men throughout their lives, and as causing the neglect of work which is the fundamental purpose of a college education.

"And what do the learned leaders of our universities and colleges say? With pathetic puerility—all the more regrettable when we consider whence it comes—they rise to defend their own institutions and deny that football is a menace at the Utopian colleges under their supervision, though with charming frankness they do admit, for example, with one dean that 'we have no evils, but a great many of the charges in the report are true for the other universities of the country.' In general, although they refuse to admit it, the report is an accurate, able, and intelligent statement of the truth. Their attitude reminds us of the famous cartoon of the Tweed ring, showing the members of that band standing around pointing at the next one and each exclaiming, 'Twas him.'

"We admit that intercollegiate football has some benefits, but these accrue chiefly to the players themselves in the form of physical development and the inculcating of the spirit of teamwork. The effect of intercollegiate football upon undergraduates as a whole, however, seems to us of far greater significance than its effect upon the comparatively few players who participate in the sport as it is now conducted. At present, the results of stadiumism, which has developed from over-emphasis on football, far outweigh its advantages. The evil that it does lives after college; the good is often interred with each game.

"In the first place, football games, whether at home or out of town, do inevitably lead to a neglect of college work. Absence from the campus before and after a game, failure to do assigned as well as optional work, and a general lackadaisical attitude in class, are common attributes of the latter part of the football season. Some potential poet might become famous over a week-end if he wrote an ode on the 'Deserted Campus' as viewed the Friday or Saturday when there is a game in New York. Goldsmith's village could not have looked more barren than the quadrangle last October 30 and 31, not to mention November 25, 26, and 27.

"'Football all too often brings to the fraternity house alumni out for hilarious rejuvenation who bring liquor with them and drink together or with undergraduates,' asserts the committee in their admirable report which continues, 'Football all too often brings to

the fraternity house visiting brothers whose fraternalism demands plentiful moistening.' Diogenes, himself, could have found in this no hint of exaggeration. A football game at home is a wonderful excuse for a few old-time drinking bouts, and a football game abroad serves the same purpose with the added pleasures of disporting oneself in a football train.

"No one will deny that betting on football games is considerable, and the committee fails to mention the private lotteries leading to free trips for some and expense for all. Many a loyal Cornellian found his allowance mortgaged into midwinter as a result of the disastrous season—so-called—of the Big Red Team. Many a disloyal Cornellian succumbed to the strong temptation to profit meanly and dishonestly by turning ticket scalper and disposing, at an enormous profit, of tickets he gave his word of honor to use himself.

"In addition to the drinking, gambling, dishonesty, and neglect of work there are other evils. The latter, however, are matters based on personal opinion; the former are matters based on absolute fact. The professors on the committee believe, for example, that stadiumism has caused discontent among members of the faculty because non-faculty coaches are paid salaries that far outstrip the paltry sum a university professor receives, and because of 'the indirect hiring of athletes—usually by alumni or groups of alumni without the connivance of college authorities.' The professors also hold it as their opinion that the distorting of values on account of the emphasis placed on intercollegiate football diminishes 'the sense of the need for intellectual training and the incentive to win intellectual distinction in college.'

"These last opinions are not overstatements; they show a keen insight into conditions, and are not based on superficial observation. Combined with the extra-curriculum proclivities induced by the hysteria evident during the football season, they demand that we should pause and ask ourselves if the suggestions of the committee for a varsity squad playing limit of one year, a four game season with other colleges, and faculty coaching are as far-fetched and unnecessary as one might believe at a first glance. Radical reform is essential to save American college athletics from typifying crass commercialism, and to move the center of interest from the stadium to the library, the lecture hall, and the laboratory.

"Our argument is not against athletics, nor athletic contests. Football games are invaluable in developing resourcefulness, courage,



and self-control—in the players themselves. Enlarge, then, the number of players through emphasis, even over-emphasis, on intramural football. But when the staid *New York Times* says editorially that 'intercollegiate contests mean loyalty and self-sacrifice, heroism, and its possible triumph,' remembering Dante, we doubt as well as know."

*Cornell Daily Sun, April 28.*

## MEMBERSHIP

### MEMBERS ELECTED

The Committee on Admissions announces the election of one hundred and sixteen members, as follows:

**Alabama Polytechnic Institute**, J. L. Rose; **Allegheny College**, Alice H. Spalding; **American University**, B. B. James, Mary L. Brown; **Amherst College**, Geoffroy Atkinson; **Bates College**, J. M. Carroll; **Boston University**, J. J. Mahoney, I. C. Whittemore; **University of California**, T. H. Goodspeed; **University of Cincinnati**, R. S. Austin, I. A. Barnett, H. L. Bevis, Cora M. Box, W. P. Burris, Daniel Cook, T. H. Darby, C. M. Diserens, Berta B. Harper, H. G. Hartman, W. A. Kinne, W. D. Johnston, Jr., H. B. Luther, Eleonore C. Nippert, B. J. Shine, C. D. Stevens, Helen N. Smith, Helen A. Stanley, Miriam B. Urban, B. C. Van Wye, O. T. Wilson; **Colgate University**, J. C. Austin, S. E. Baldwin, E. C. Bancroft, R. W. Moore, R. A. Parrock, C. W. Spencer, R. C. Ward; **Duke University**, R. H. Shryock; **George Washington University**, R. F. Borden, H. G. Hodgkins, G. B. Roth; **Gettysburg College**, Gilbert Reen, G. S. Warthen; **Grinnell College**, L. P. Sherman; **Harvard University**, Bancroft Beatley, Ralph Beatley, A. H. Cole, J. M. Hernández, H. V. Hubbard, George La Piana, G. L. Lincoln, J. T. Murray, Guillermo Rivera, K. G. T. Webster, Leo Wiener; **University of Illinois**, Jacob Zeitlin; **Indiana University**, F. L. Benns; **Iowa State College**, H. C. Frame, H. W. Richey; **University of Kentucky**, J. E. Adams; **Lafayette College**, W. H. Brown, W. W. Eddy, H. W. Rogers; **University of Michigan**, G. C. Grismore; **University of Missouri**, H. Y. Moffett; **University of Montana**, E. A. Atkinson, W. E. Maddock, C. H. Riedell; **Morningside College**, M. E. Graber; **University of North Carolina**, R. E. Coker, M. S. Heath, T. S. McCorkle, H. R. Totten; **University of North Dakota**, Margaret Beede, J. D. Leith, E. D. Schonberger, J. S. Wiseman; **Northwestern University**, E. P. Hohman, J. M. Hughes, J. J. B. Morgan; **Ohio State University**, Arch O. Heck; **Ohio Wesleyan University**, Marie Drennan, Cora Murphy, Bertha E. Titsworth; **University of Redlands**, Fredaricka Green, Effie Landers, W. B. Olds, W. H. Roberts, I. S. Westerberg; **Rutgers University**, Eugene Greider, F. E. Mehrhof; **St. Stephen's College**, E. C. Upton; **University of Southern California**, Alice L. Goetz; **Southern Metho-**

**dist University**, R. W. Harrison, W. F. Hauhart, R. G. Mood, Jr., J. S. Seneker; **Syracuse University**, O. M. Clem, A. P. Van Dusen; **Temple University**, Arthur Cleveland, Philipp Fischelis, N. B. Heller; **Texas Agricultural and Mechanical College**, S. N. Blackberg; **University of Texas**, H. V. Atkinson; **Union College**, E. S. C. Smith; **Washington University**, L. F. Thomas; **Wesleyan University** H. B. English; **Western Reserve University**, Lloyd Ackerman, Mary E. Collett, Agnes Dureau, E. E. Ecker, A. H. Hersh, E. L. Jackson, G. C. Robinson, J. P. Visscher, H. S. Woodward.

## NOMINATIONS FOR MEMBERSHIP

The following one hundred and eighty-four nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions<sup>1</sup> and will be considered by the Committee if received before July 1, 1926.

The Committee on Admissions consists of F. A. Saunders (Harvard), *Chairman*, W. C. Allee (Chicago), Florence Bascom (Bryn Mawr), A. L. Bouton (New York), J. Q. Dealey (Brown), E. C. Hinsdale (Mt. Holyoke), A. L. Keith (South Dakota), G. H. Marx (Stanford), F. C. Woodward (Chicago).

Hugh S. Alexander (Physics and Geology), Macalester

Carl L. Alsberg (Food Research), Stanford

Andrew W. Anderson (Philosophy), Macalester

Frederick Anderson (French), Stanford

W. P. Angel (Physics), Tulane

Frances E. Arnold (Spanish and Italian), Maine

E. M. Bailor (Psychology), Dartmouth

D. G. Barnes (History), Oregon

Gladys A. Barnes (Spanish), Oklahoma

W. G. Bell (Romance Languages), Occidental

Gertrude Bilhuber (Physical Education), Purdue

C. A. Bonnen (Farm Economics), South Dakota State

Edmund H. Booth (English), Dartmouth

Rees H. Bowen (Sociology), Dartmouth

H. A. Bradley (Public Speaking), Dartmouth

C. F. Brand (History), Stanford

B. F. Brann (Chemistry), Maine

J. L. Bray (Metallurgy), Purdue

Frank E. Brown (Public Speaking), Dartmouth

James W. Broxon (Physics), Colorado

Harold R. Bruce (Political Science), Dartmouth

Evelyn Buchan (Economics), Maine

Arthur Burkhard (German), Harvard

Marion S. Buzzell (French), Maine

Ellsworth Callings (Education), Oklahoma

J. B. Canning (Economics), Stanford

<sup>1</sup> Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.

- Harold S. Carter (Civil Engineering), South Dakota State  
Zechariah Chafee, Jr. (Law), Harvard  
Augusta H. Chalfant (Spanish), Macalester  
Laura J. Cheney (Home Economics), Purdue  
Herbert G. Coar (Biology), Dartmouth  
Harry A. Cochran (Commerce), Temple  
John S. Coie (English), Washington State  
Elizabeth Collier (English), Hunter  
H. C. Cooley (Education), Washington State  
Helen L. Coops (Physical Education), Cincinnati  
J. E. Coover (Psychology), Stanford  
H. W. Cordell (Business Administration), Washington State  
H. R. Crosland (Psychology), Oregon  
Rosalia P. Cuevas (Romance Languages), Oregon  
P. E. Davidson (Education), Stanford  
G. W. Davis (Social and Political Science), Macalester  
J. J. Davis (Entomology), Purdue  
W. H. Davis (English), Stanford  
F. M. Debatin (Latin), Washington University  
Minna C. Denton (Home Economics), George Washington  
Margaret M. Doty (English), Macalester  
W. J. Douglas (Economics), Temple  
Martha E. Dressler (Home Economics), Washington (Seattle)  
Ben C. Dyess (Education), Oklahoma Agricultural  
C. I. Erickson (Education), Washington State  
J. S. Evans (Music), Oregon  
Morton L. Ferson (Law), North Carolina  
Andrew Fish (English), Oregon  
Julian S. Fowler (Librarian), Cincinnati  
L. E. Garwood (Social Science), Coe  
Charles Gauger (Business Administration), Gettysburg  
C. F. Gobble (Animal Husbandry), Purdue  
Eduardo Gomez-Duran (Spanish and Italian), Maine  
C. P. Gould (History), Western Reserve  
J. Sidney Gould (Economics and Sociology), Toledo  
W. C. Greene (Classics), Harvard  
D. D. Griffith (English), Washington (Seattle)  
Nina P. Gunnison (French), Macalester  
Mary T. Guthrie (Zoology), Missouri  
J. P. Hall (Greek), Macalester



Arthur J. Heinicke (Pomology), Cornell University  
H. H. Henline (Electrical Engineering), Stanford  
Blossom L. Henry (Modern Languages), Pittsburgh  
Lawrence Hill (Architecture), Washington University  
W. J. Himmel (Biology), Macalester  
Ralph P. Holben (Sociology), Dartmouth  
H. B. Holmes (Romance Languages), Kentucky  
T. L. Hood (English), Harvard  
T. J. Hoover (Metallurgy), Stanford  
Almonte C. Howell (English), North Carolina  
Glenn Hughes (English), Washington (Seattle)  
P. W. Hutson (Education), Pittsburgh  
Yamato Ichihashi (Japanese History), Stanford  
Walter F. Isaacs (Fine Arts), Washington (Seattle)  
C. M. James (Biology), Purdue  
C. C. Johnson (Agriculture), Washington State  
J. G. Johnson (Economics), Colorado  
Lester M. Jones (Economics), Morningside  
Richard U. Jones (Chemistry), Macalester  
M. F. Jordan (Mathematics), Maine  
A. G. Kennedy (English Philology), Stanford  
P. P. Kies (English), Washington State  
D. N. Kingery (Mathematics), Macalester  
Edwin J. Kohl (Biology), Purdue  
Herman Kurz (Botany), Florida State  
John J. Landsbury (Music), Oregon  
R. E. Langer (Mathematics), Dartmouth  
C. A. Langworthy (English), Washington State  
Olaf Larsell (Medical), Oregon (Portland)  
John H. Leek (Government), Oklahoma  
Leonard Logan (Economics), Oklahoma  
E. B. Mains (Botany), Purdue  
J. W. Marrs (Sociology), Oklahoma  
Mathilda Mathisen (Latin), Macalester  
Carl Mauelshagen (Economic Science), Washington State  
Irene P. McKeehan (English), Colorado  
E. G. Mears (Economics), Stanford  
A. R. Middleton (Chemistry), Purdue  
Edith R. Mirrieless (English), Stanford  
W. D. Moriarty (Economics), Washington (Seattle)

E. R. Mosher (Education), North Carolina  
H. Mullemeister (Mathematics), Washington (Seattle)  
A. J. Murphy (Religious Education), Pittsburgh  
Harold B. Myers (Medical), Oregon (Portland)  
Ralph S. Nanz (Biology), Carroll  
Leonora Neuffer (Chemistry), Cincinnati  
J. Rud Nielsen (Physics), Oklahoma  
Oliver M. Nikoloff (Hygiene), Cincinnati  
Lawrence Painter (English), Mississippi State  
Wellington Patrick (Education), Kentucky  
S. G. Patterson (Romance Languages), Dartmouth  
L. D. Pearson (English), Dartmouth  
Michael A. Perry (Commerce), Temple  
James P. Poole (Evolution), Dartmouth  
Ida Belle Post (Education), Purdue  
Grace E. Ray (Journalism), Oklahoma  
L. B. Reynolds (Sanitary Engineering), Stanford  
Helen M. Richardson (Education), Washington State  
Stuart Robertson (English), Temple  
D. S. Robinson (Philosophy), Miami  
Kenneth A. Robinson (English), Dartmouth  
W. A. Robinson (Political Science), Dartmouth  
Duane Rollen (Physics), Oklahoma  
Hugh E. Rossom (English), Oregon  
Jules C. Roulé (Romance Languages), Dartmouth  
Jennie Rowntree (Home Economics), Washington (Seattle)  
John A. Sauers (Mechanical Engineering), Purdue  
Harland J. Scarborough (Law), Kentucky  
W. A. Schaper (Economics), Oklahoma  
F. W. Schneider (Bible and Religion), Morningside  
Harry A. Scott (Physical Education), Oregon  
H. J. Sears (Bacteriology), Oregon (Portland)  
J. B. Sears (Education), Stanford  
Mary E. Shipman (English), Pittsburgh  
C. H. Sisam (Mathematics), Colorado  
Alma B. Skinner (French), Denison  
M. Lillian Smedley (English), Cornell College  
J. Frank Smith (Chemistry), Southern California  
S. A. Smith (French), Stanford  
Hazelton Spencer (English), Washington State

George E. Spieth (Chemistry), Hillsdale  
George Spitzer (Chemistry), Purdue  
Taylor Starck (German), Harvard  
H. W. Stebbins (Mechanical Engineering), Stanford  
S. E. Steinbrenner (German), Morningside  
R. P. Stevick (Bible and Religion), Morningside  
C. L. Stone (Psychology), Dartmouth  
Lorin Stuckey (Political Science), Temple  
Ammon Swope (Education), Purdue  
R. C. Syvertsen (Anatomy), Dartmouth  
J. W. Tanch (Physics), Dartmouth  
O. P. Terry (Biology), Purdue  
Walter Thompson (Government), Oklahoma  
Harriet W. Thomson (Physical Education), Oregon  
W. F. Thrall (English), North Carolina  
W. C. Trow (Education), Yale  
Ralph E. Turner (History), Pittsburgh  
W. E. Utterback (Public Speaking), Dartmouth  
R. N. Van Horne (Mathematics), Morningside  
Edward N. Voorhees (English), St. Stephen's  
G. E. Wahlin (Mathematics), Missouri  
F. C. Waite (Medical), Western Reserve  
James Wallace (Religious Education), Macalester  
Otto T. Walter (Biology), Macalester  
A. K. Waltz (Mathematics), Pittsburgh  
H. E. Washburn (Romance Languages), Dartmouth  
W. W. Whitelock (German), St. Stephen's  
O. L. Whitely (Psychology), Washington University  
Grace B. Whitridge (Dramatic Art), Macalester  
Earl Widmer (Education), Oregon  
Jeanne E. Wier (History), Nevada  
C. E. Wilder (Mathematics), Dartmouth  
J. S. Williams (Geology), Missouri  
W. A. Willibrand (Modern Languages), Oklahoma  
W. Lester Wilson (English), Washington State  
Alvalyn E. Woodward (Biology), Maine  
G. P. Wyckoff (Sociology), Tulane  
G. A. Yoakam (Education), Pittsburgh